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ABSTRACT

The linkage manual presents social studies material in story outline form. Linkage refers to the bonding of study skills (particularly logical thinking and reading) with subject area content. The document is intended as an aid to intermediate and junior high school classroom teachers as they develop and/or adapt social studies materials to meet the particular needs of their students. Seventeen sample lessons are presented. Topics focus on life in earliest times, earliest civilizations, contributions of ancient China to the world, events leading to the crusades, and reasons for seeking a new route to the East. Activities involve students in locating answers, using charts and diagrams presented in the lessons, writing brief answers to questions based on reading in the lessons, drawing time lines, listing sequences of events, participating in educational games, and matching ideas with clues presented in the lessons. For each lesson, information is presented on a social studies objective; a reading objective; background information involving illustrations, maps, and questions; vocabulary development exercises; context clue exercises; silent reading suggestions; and reading and social studies questions. Supplementary reading suggestions are listed for each topic. (DB)

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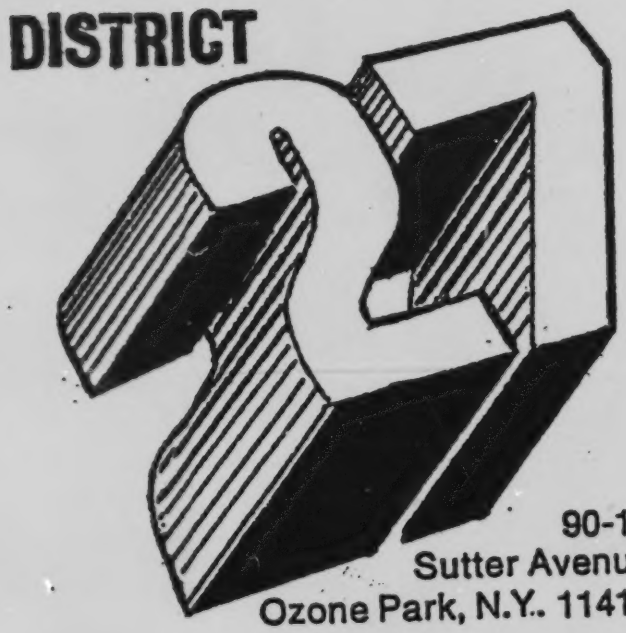

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LINKAGE MANUAL

V

SOCIAL STUDIES II

COMMUNITY SCHOOL BOARD 27

FEBRUARY 1978

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LINKAGE IS:

--- Applying and implementing information gained from testing materials

--- Developing proficiency in the instruction of reading skills realated to subject areas

--- Selecting and adapting subject area materials to meet the needs of students

--- Preparing special materials in the subject areas

FOREWORD

The Linkage Manuals are a product of the intermediate and junior high schools of Community School District 27. Their purpose is to bond the subject areas of Mathematics, Science, Social Studies and English utilizing logical thinking skills and the components of reading as the adhesive medium.

Investigations indicate that there is a definite need for the development of specific reading skills for each of these curriculum areas and beyond the general reading ability which is operative in all

The Linkage Manuals will attempt to highlight those reading skills pertinent to each content area with regard to scope and sequence of material. Illustrative lesson plans are included.

Subject area teachers must link study skills. The Reading Laboratories and staff in each school are a resource unit for assistance and suggestions regarding materials and methodology for reading in the content areas.

Introduction

The Social Studies material in this manual is told in story form. It includes seventeen (17) lessons to facilitate teaching. Each lesson covers an important phase of the record of man.

As the story of mankind unfolds, the teacher will find many features that help develop appreciation and positive attitudes in the reader. Each lesson traces the development of civilization from prehistoric times to the discovery and colonization of the Americas. This approach is used to indicate that ideals, customs, and cultures of earlier peoples, as well as the great events in history, have contributed much to the development of American civilization.

Each lesson contains a social studies aim and a reading aim (LINKING the two together).

The lessons were devised by Mrs. Ruth Schwartz, Teacher of Social Studies, I.S. 53, Queens and Mr. Ben Piltch, Reading Consultant, I.S. 53, Queens

The Purpose of These Lessons

1. Reduction of amount to be read at one sitting.
2. Reading questions are uniform within each lesson.
3. Every lesson has decoding and comprehension preparation prior to the reading, e.g., syllabication and context clues.
4. Format of each lesson:
    a. Develop background using illustrations, maps and purpose questions
    b. Prepare for reading (syllabication and context clues exercises)
    c. Silent reading
    d. Reading and social studies questions

APPENDIX - GRADE 6

LINKAGE MANUAL

SOCIAL STUDIES

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SAMPLE - SOCIAL STUDIES - READING LINKAGE

LESSON #1

Social Studies Aim: What was life like in earliest times?

Reading Aim: How to locate facts?

How We Learn About the Past

I. Digging into the Past

The diagram on page four representing the site of a possible archeological excavation or "dig", shows the objects found in three separate layers or strata of earth, which have been numbered for purposes of identification.

1. It can be placed on the chalkboard before the lesson to serve as a basis of class analysis and discussion.

2. It can be duplicated by means of a Rexograph master and a copy given to each pupil.

Skill - Locating the answer using a Chart Diagram

1. Which of the layers (or strata) of remains in the diagram is the oldest? The most recent? Why? (The deeper we dig, the earliest is the period represented.)

   According to the tools and other objects mentioned, can you tell what period in the history of man is shown in this excavation? (The Stone Age or prehistoric period.)

   Suppose the chipped flint and pottery were found together. From what period would the finds date, layer 1 or 3?

   Suppose that the arrow heads and statuettes in layer 2 were similar to arrow heads and statuettes dug up in the lowest layer of another excavation 100 miles away. What conclusions might you draw from this fact? (Use this question only with more advanced students.)

   What is a possible reason why no clothing was found in connection with the skeleton in layer 2? What other materials used by the people represented by these three layers or strata also would not be likely to survive? In what areas of the world might these materials be preserved? Why? How does the decay of some materials and the survival of others influence our knowledge of the past?

   Suppose one of the layers shown here contained objects that represented the present and was excavated thousands of years from now. What objects might you expect to find?

Concepts:

History is a continuous process leading to the present (H).
Man is a product of his past (H)
Knowledge of the past is based upon artifacts, remains, written records, and oral traditions which have been selected, classified, and interpreted (H).
Historians draw from every field of knowledge to improve their understanding of the past (H).

Skills:

To acquaint pupils with the sources of our knowledge about the past: material remains, artifacts, oral traditions, pictorial data, written records.

To train pupils in the use of source materials so that they can locate facts in a text.

To help pupils understand the values and limitations of various historical source materials in reconstructing an account of the past.

Teacher Reference:

Excerpt from R.J. Braidwood, 'Prehistoric Men', in "Readings in World History", edited by Stravrianos and others, Allyn and Bacon, 1962, pp. 35-40.

Ceram, C.W. "Gods, Graves, and Scholars". Knopf, 1951.

Suggestions for Pupil Reading and Research:

Baumann, Hans. "The Caves of the Great Hunters". Pantheon, 1962. Lascaux Caves in France are the background for the description of prehistoric Ice Age art.

Evans, Eva Knox. "The Golden Adventure Book of Archeology". Capitol, 1961.
Freed, Stanley and Ruth. "Man From the Beginning". Creative, 1967
Freidman, Estelle. "Digging Into Yesterday: The Discovery of Ancient Civilization". Putnam, 1958.

Glubok, Shirley. "Art and Archeology". Harper and Row, 1966.

Hall, Jennie. "Buried Cities". Macmillan, 1922. Description of early life and excavations of Pompeii, Olympia, and Mycenae.

Jessup, Ronald. "Wonderful World of Archeology". Garden City, 1956.

Quennell, Marjorie. "Everyday Life in Prehistoric Times". Putnam, 1959. Special emphasis on the cave dwellers and their arts.

Watts, Edith Whitney. "Archeology-Exploring the Past". Metropolitan Museum of Art, 1965. What archeology is and how archeologists work.

Wilkins, Frances. "Ancient Crete". John Day, 1966. Deals with excavations of Arthur Evans.

Class visits to museums provide a valuable introduction to the study of archeology. They stimulate curiosity, concretize learning experiences, and provide enrichment.

The American Museum of Natural History provides one and a half (1½) hour guided gallery tours under the supervision of a museum teacher on topics such as evolution, the biology of man, and a comparison of contemporary primitive cultures. Contact the Museum's Education Department to schedule a class visit (TR-3-1300).

The Metropolitan Museum of Art has one-hour lectures and guided tours through the galleries on ancient Egypt, the ancient Near East (Mesopotamia, Assyria, Persia), Greece and Rome followed by a half-hour film correlated with the talk. Call the Education Department (TR 9-5500) to arrange a class visit. In addition, there is a Saturday afternoon (3-4 P.M.) lecture series on archeology available on an individual basis for $1.00 per session or by subscription at $4.00 for 5 sessions.

The Junior Museum of the Metropolitan Museum has large displays of materials from ancient Greece, Rome and other cultures to illustrate the work of archeologists.

2. Syllabication of new words:

   a. Prehistoric _____ _____ _____

   b. Archeologists _____ _____ _____

   c. Artifacts _____ _____ _____

   d. Savage _____ _____ _____

   e. Information _____ _____ _____

3. Learning the meanings of the new words.

   a. The dinosaur is a prehistoric animal.

      Prehistoric means:

      modern ancient middle ages

   b. Scientists who study prehistoric life are called archeologists.

      Archeologists are:

      . students of nature
      . students of early rocks
      . students of early man

   c. Unwritten records such as weapons are called artifacts.

      An artifact may be:

      a monkey a tree a tool

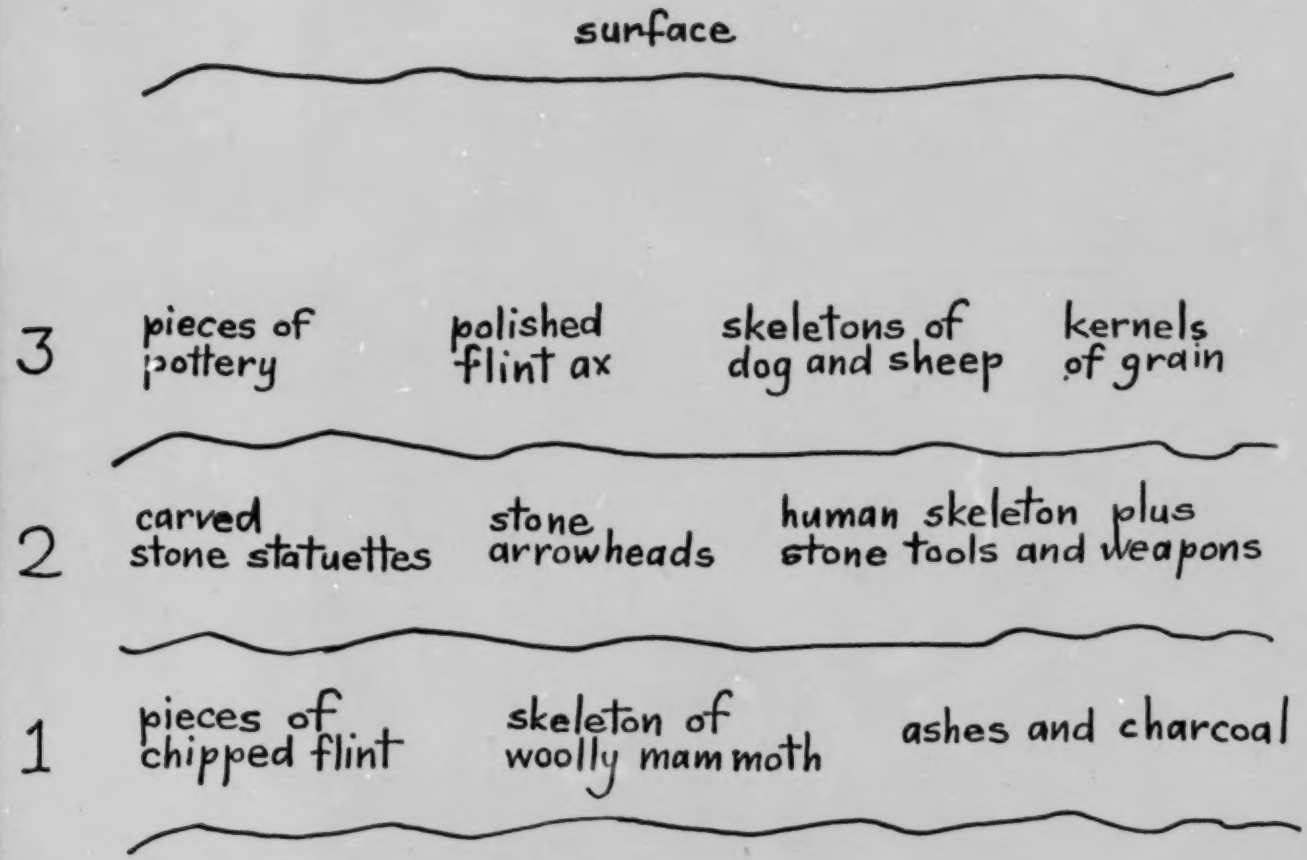

surface
3
pieces of pottery
polished flint ax
skeletons of dog and sheep
kernels of grain
2
carved stone statuettes
stone arrowheads
human skeleton plus stone tools and weapons
1
pieces of chipped flint
skeleton of woolly mammoth
ashes and charcoal

Figure 11

3. Learning the meanings of the new words. (continued)

d. Early man is thought to be a savage.

Savage means: wild well trained
trained highly intelligent

e. When we learn something new, we get new information.

Information is:

lines ideas not usable

4. SILENT READING OF PARAGRAPH I

BEFORE RECORDED HISTORY

Life in Earliest Times

An Unwritten Record. Man has been on earth for hundreds of thousands, perhaps even millions of years. Yet the first written records of man are only a few thousand years old. Have you ever wondered how men lived during the long period before written history began?

Locate these facts in section I.

1. Who lived during the period before written history began?

2. What is only a few thousand years old?

3. Where did man live?

4. When were the first records?

5. How long has man been on earth?

5. SILENT READING OF SECTION II

People have long been curious about prehistoric men, or men who lived during the long span of time that preceded written history. Men called archeologists have searched in deserts, in caves and even under the sea for information about these early people. Archeologists learned a great many things about them, for prehistoric men did leave a record. This record is unwritten. It consists of things they used. Many of prehistoric man's tools, weapons, and household goods have been uncovered by archeologists. Such unwritten records are called artifacts.

Locate these facts in Section II:

1. Who searched in the deserts?

2. What did the unwritten records tell us?

Locate these facts in Section III (continued)

3. Where did prehistoric man live?

4. When did prehistoric men live?

5. How did we get information about prehistoric men?

6 SECTION III

By putting together many bits of information, archeologists have created a picture of life in prehistoric times. You will discover that these early people learned many lessons that helped make life more comfortable not only for them, but for all the generations of mankind that followed them.

Gathering food: Have you ever gone shopping for your mother? If you have, you probably enjoyed wheeling the grocery cart up and down the aisles of the supermarket as you collected the things on your mother's list. You probably came home with such things, as: canned vegetables, frozen foods, meat, and fresh fruits.

Obtaining food was not that easy in prehistoric times. It was especially hard for earliest man, who spent the better part of each day wandering about in search of food. He did not even have weapons to use in killing game or tools to use in digging wild vegetables.

You would have not enjoyed eating some of the things earliest man ate--such things as roots, birds' eggs, seeds, and the raw meat of animals that he caught with his bare hands. All his food was eaten, uncooked, for he had not learned to use fire. 10

Locate these facts in Section III:

1. Who did early people help? (people, generations after).

2. What did early man eat? (raw fish, raw meat).

3. Where do you get your food? (supermarket, hunt for it)

4. When did early man eat? (after seeing birds, after digging wild vegetables)

5. How did he eat his food? (uncooked, wild vegetables).

Earliest man had to be on constant guard against such beasts as the huge mammoth you see here.

Danger from Animals. While looking for food, earliest man had to be on constant watch for the fierce animals about him. In those days there were many savage beasts, some of them much larger than any animal living today. Would you have enjoyed coming face to face with the huge mammoth you see on this page? Many early men were killed by this beast. Wolves, hyenas, wildcats, and wild dogs were other animals that earliest man learned to avoid.

Seeking Shelter. Earliest man's troubles were not over when the day ended. He knew nothing about building a shelter, so he probably slept among the branches of a tree. It was not safe to sleep on the ground. Animals such as the fierce saber-toothed tiger often prowled at night. Man could not even seek a cave for shelter.

Man's Advantages. When we think of the hardships earliest man encountered, we marvel that he survived. Yet man is still on earth while many types of large, strong, prehistoric animals died out thousands of years ago.

Man survived because he had two advantages over all animals. He was more intelligent than any of them, and he was more skillful with his hands than wild animals were with their paws.

Do you think man could have survived had he not had far more intelligence than the wild animals?

Earliest man could often think of ways to escape from his animal enemies, But sometimes he couldn't. Gradually he learned to use his brain and hands together to fight his enemies. He used a club to beat off wild animals. Sometimes he killed them with heavy stones.

Earliest man also used his hands and brains together in finding ways to secure and prepare food. He used sharp sticks and splinters of bone to dig roots. He used sharp stones to cut the meat from animals he had slain. Eventually, earliest man learned to build a fire and to use it to cook the meat.

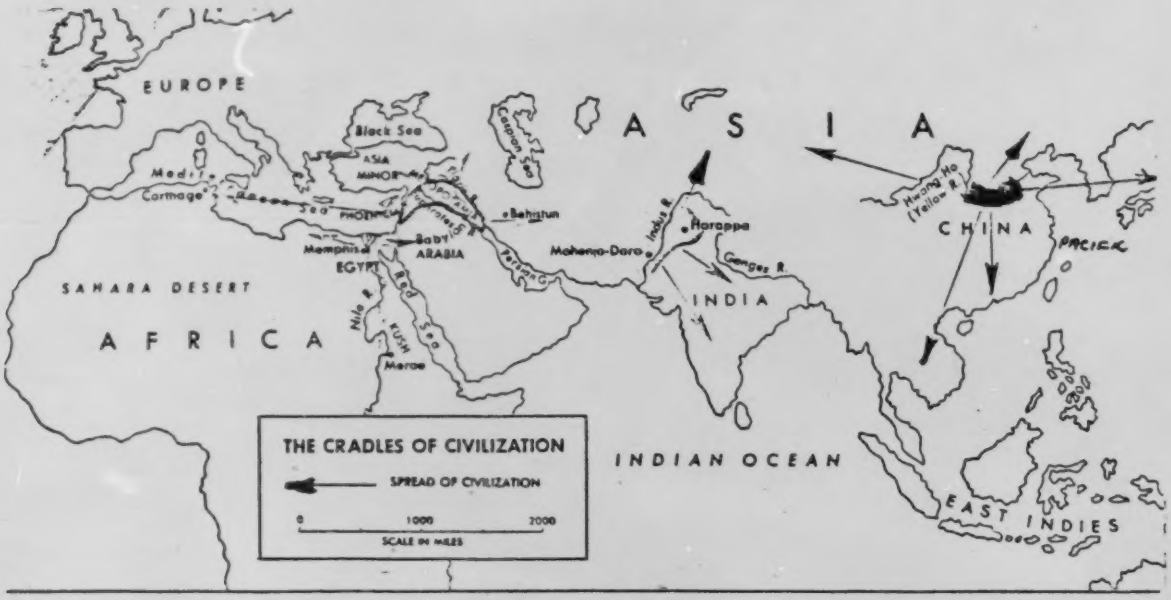
Locate these facts in Section IV

1. Who died thousands of years ago?
2. What animals did man learn to avoid?
3. Where did early man build a shelter?
4. When did man have to be careful of dangerous animals?
5. How did man have an advantage over the animals?

SAMPLE LESSON #2

Social Studies Aim: Where did Civilization start?

Reading Aim: How to understand the sequence of events



This map shows the four regions in which the world's earliest known civilizations developed. From these regions civilization spread throughout Europe, Asia, Africa, and near-by islands.

A Fertile Land. On the map on this page you can spot a half circle of land that reaches through the desert from the Mediterranean Sea to the Persian Gulf. This land was once one of the most fertile places in the world. It was called the Fertile Crescent.

1. Locate the four regions in which the world's earliest known civilizations developed.

2. Why was the Fertile Crescent so called?

Syllabication of new words:

a. craftsmen _____ _____ _____

b. artisans _____ _____ _____

c. civilization _____ _____ _____

d. fertile _____ _____ _____

e. permanent _____ _____ _____

Context Clues

a. Men who made beautiful pots were called craftsmen.

a. Craftsmen were:

mine workers stone makers pot makers

b. The artisan made a nice ring.

b. An artisan is:

artistic picture man who makes things from precious stones woodcutter

c. Ancient civilization began near rivers.

c. Civilization means:

people living and working together savage people cave man

d. Much food can be grown in fertile soil.

d. Fertile means:

good soil poor soil old soil

e. A brick home is a permanent home.

e. Permanent means:

a short time permitting a long time

SECTION I

Where did Civilization start?

Men Become Civilized. Think back a moment to prehistoric times. You remember that people seldom stayed long in any one location, for they had to wander from place to place in search for food. Then, when they learned to farm, they were able to settle down and build permanent villages.

As villages grew, many changes took place in the way people conducted themselves. Realizing that law and order were necessary, people formed governments. At the same time, some people were becoming quite skillful in working with metals, clays, and precious stones. Many of them quit farming and became full-time craftsmen and artisans. This change caused trade to increase, for these skilled workers traded the things they made to other men for food, clothing and raw materials.

In time, people became so advanced in social customs, government and arts and crafts that they were no longer considered savages. When people have made these advances, we say that they are civilized.

Centers of Civilization. Most of the early villages that men built were located in fertile river valleys. Four of these valleys became "cradles of civilization." They were the valley of the Tigris (ti gris) and Euphrates (u fra tez) rivers in western Asia, the Nile River valley of Africa, the Indus (in dus) River valley in India, and the valley of the Yellow River in China.

Questions for Section I

Sequence of events

1. Which came first?
   a. wandering or farming? _____
   b. law or savage living? _____
   c. hunting or trading? _____
   d. no government or government? _____
   e. civilized people or uncivilized people? _____
2. Number these in the right order.
   _____people lived in villages
   _____people lived as wanderers
   _____people learned to farm
3. Write a full sentence telling which came first?
   Farmers or craftsmen _____

Why was the Fertile Crescent a good place to live?

New Stone Age tribes found the Fertile Crescent a good place to live. Large quantities of grain, especially wheat, grew wild in the valley. Even before men learned to farm, they were harvesting large crops of these wild grains. Date-palm trees provided food as well as materials for basket weaving and rope making. The Tigris and Euphrates rivers flowed through the land. They were filled with fish, and flocks of waterfowl flew overhead.

The Fertile Crescent also had an abundance of material for making houses and clothes. Clay was available for building. People made bricks from the clay and, in turn, made houses from the bricks. Clothing was made from the flax that grew wild in the plains and from the wool of sheep and goats that settlers kept. With water, food, shelter and clothing at hand, settlers in the Fertile Crescent were far better off than most early peoples.

Questions for Section II

Sequence of Events

1. Which came first?

   a. old stone age or new stone age? _____

   b. basket weaving or eating from trees? _____

   c. cave-living or living in houses? _____

   d. using skins or making clothes? _____

   e. harvesting wild grains or farming? _____

2. Number these in the right order.

   _____ clothing was made from flax

   _____ date-palm provided food

   _____ men harvested wild grains

3. Write a full sentence telling which came first in the passage-

   Making clothing or harvesting

   _____

   _____

   _____

SAMPLE LESSON #3

Social Studies Aim: What were the accomplishments of the Sumerians?

Reading Aim : Classification of ideas

What were the accomplishments of the Sumerians?

Many of the Sumerians became skillful craftsmen. Here you see one Sumerian making tools and weapons from bronze while another is making pottery on a potter's wheel.

1. Why was clay one of the first materials used by Sumerian craftsmen?
2. Why was the potter's wheel an important invention?

Syllabication of new words:

a. irrigation _____ _____ _____

b. Sumerians _____ _____ _____

c. cuneiform _____ _____ _____

d. vertical _____ _____ _____

e. represented _____ _____ _____

Context Clues:

a. Bringing water to a dry soil is called irrigation.

Irrigation: makes soil dry
makes soil rich
makes soil poor

b. The Sumerians lived five thousand years ago.

Sumerians were: modern people
warriors
ancient people

c. Cuneiform is a kind of writing.

Cuneiform helped: painters
keep records
kill Sumerians

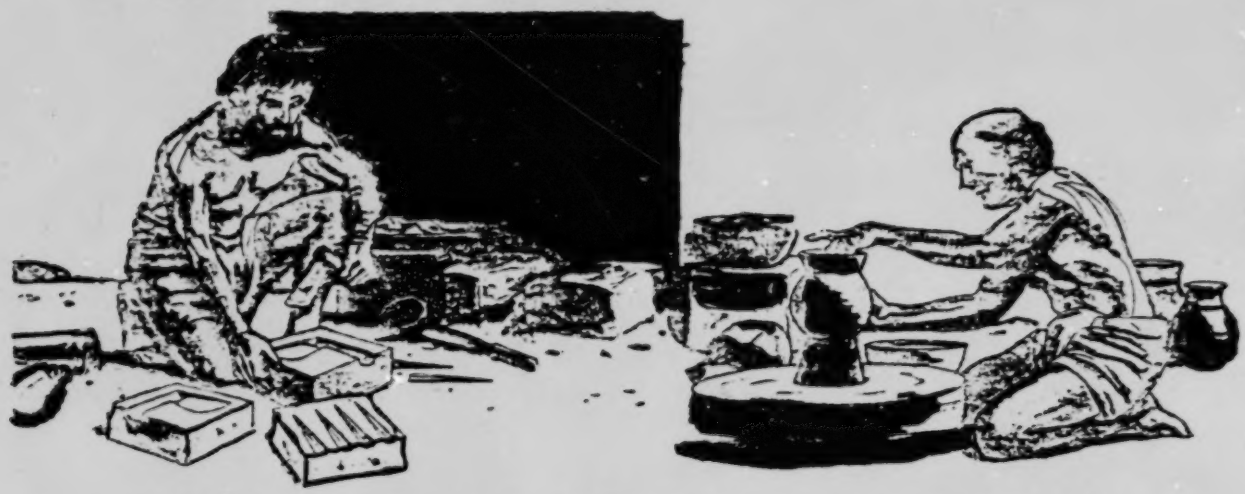
d. A vertical line goes up and down.

Vertical is: a direction
dues
irrigation

e. A number can be represented by lines.

Represented means: to oppose
to stand for
to look at

What were some other Sumerian "firsts"?



Many of the Sumerians became skillful craftsmen. Here you see one Sumerian making tools and weapons from bronze while another is making pottery on a potter's wheel.

Section I: Weights, Measures, and Numbers

The use of precious metals as money brought about another problem. How would merchants know how much silver or gold to give in trade? To solve this problem, Sumerian merchants invented a system of weights and measures much like our system of pounds and ounces.

Sumerians also developed a system of counting to help them in their trade. It was based upon the number ten. For each of the first nine items counted, a vertical mark was scratched on a clay tablet. The tenth item was shown by a circle. The twentieth item was represented by a different symbol, the thirtieth by another, and so on.

Writing Begins: The need for keeping records of business deals helped bring about the world's first written language. This was cuneiform, invented by the Sumerians over five thousand years ago.

Cuneiform started out as picture writing. For instance, the sign for "foot" would actually be a picture of a foot. Sumerians did not have paper, so these signs were drawn on wet clay tablets with a sharp stick called a stylus.

Questions for Section I:

List the contributions of the Sumerians under Sumerians. List the contributions of other countries under "Others".

alphabet	counting	measures
boatmaking	steelmaking	swordmaking
cuneiform	weights	stylus

Sumerians	Others

SECTION II

Irrigation Begins: Sumerian farmers learned to drain the flood waters into artifical channels, leaving a fresh layer of rich soil to dry in the warm sun. After the land had dried out, they planted grain in the new soil. Then all through the growing season they released the stored-up water onto their fields as it was needed. Thus, the Sumerians were the first people in the world to irrigate their crops. With rich soil and plenty of water, they were able to grow huge crops of grain and vegetables.

Archeologists believe that the Sumerians were probably the first people to use the wheel, the plow and bronze tools.

Early Craftsmen: Not all the Sumerians were farmers. Many became skillful in working with metals, clay, wood, cloth and precious stones.

Because clay was plentiful, it was one of the first materials used by Sumerian craftsmen. In order to shape the clay more easily, the potter's wheel was invented. Using this important aid, pottery makers made beautiful clay jars and bowls. Other craftsmen made religious idols and figurines from clay.

Trade Begins in Summer: To meet the needs of the people, merchants began trading with tribes living up and down the Tigris and Euphrates rivers. These tribes were glad to exchange goods they had produced for things that the Sumerians grew and made.

A Form of Money: Sumerian trade brought about other important changes. For one thing, merchants saw that barter, or exchanging one type of goods for another, was a slow, awkward way to carry on trade.

In time Sumerian traders came upon the idea of exchanging copper, silver, and gold for the goods they bought. Each of these metals came to have a fixed value in relation to nearly every type of goods.

Thus the Sumerians were the first to develop the idea of money.

Questions for Section II:

List the contributions of the Sumerians under Sumerians. List the contributions of other countries under "Others".

oil	irrigation	barter	potter's wheel	use horses
idea of money	use the plow		winemaking	use bronze tools

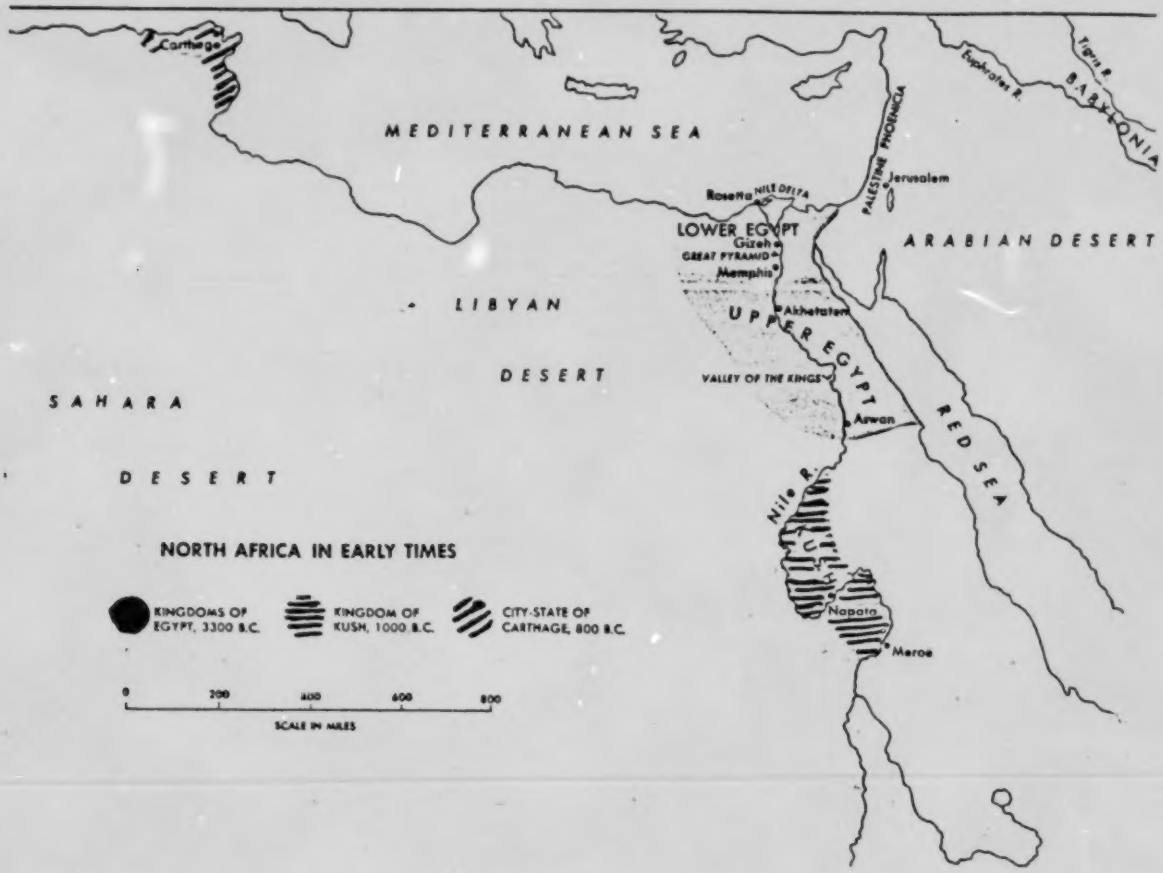
Sumerians	Others

SAMPLE LESSON #4

Social Studies Aim: Why was the Nile Valley in Africa a good place to live?

Reading Aim: What are some inferences we can make from these passages?

This map shows the approximate areas covered by early African civilizations. The earliest civilization in Africa developed in Egypt, and later ones developed in Kush and at Carthage.



Now follow the coastline of the Mediterranean until you come to a place where several mouths of the same river meet the sea. You are now at the Nile delta, the widest point of the fertile Nile Valley in Africa.

1. Why were New Stone Age settlers attracted to the Nile Valley?

2. Why was Egypt called the "Gift of the Nile ?"

Syllabication of new words:

a. Sirius _____ _____ _____ _____

b. Calendar _____ _____ _____ _____

c. Egyptians _____ _____ _____ _____

d. Hieroglyphics _____ _____ _____ _____

e. Pyramids _____ _____ _____ _____

Context Clues

a. Sirius was an important star for the Egyptians?

Sirius means: moon rocket star

b. The Egyptians made the first calendar. A calendar is used for:
Keeping track of the weather Keeping track of the days Observing the Nil

c. The Egyptians were an early and important civilization?

Egyptians are: People who lived in Egypt People who helped Egyptians
People who fought Egyptians

d. Some people can read hieroglyphics:

Hieroglyphics is: a game a form of mountain climbing
a form of writing

e. The Pyramids in Egypt are monumental in size.

Pyramids are: tall people tall buildings tall spears

4

Early Peoples of Africa

CIVILIZATION IN THE NILE VALLEY

Why was the Nile Valley in Africa, a good place to live?

It was in this valley that the ancient world's greatest civilization, Egypt, appeared. Like Mesopotamia, the Nile Valley had conditions that attracted New Stone Age settlers. Because the climate was always mild, few clothes were needed. Material for these could be spun from the flax that grew wild in the valley. Food was abundant. Fish and waterfowl were plentiful, and wheat, barley and other grains grew wild. Clay and stone were readily available for use as building materials.

The Gift of the Nile. Settlers in the Nile Valley soon learned to farm. The Nile River provided the valley with fertile soil. Each summer heavy rains at the source of the Nile began to swell the river. The Nile rose steadily for about two months, finally flooding the flat fields that lay along its banks.

The flood waters carried rich deposits of soil. As the fields slowly drained, a new layer of soil several inches thick and several miles wide covered the Nile Valley. It was this layer of rich, black soil, fresh every year, that made the Nile Valley one of the most fertile spots in the world. An early historian called Egypt "the gift of the Nile."

Still, the Nile could sometimes be treacherous. If the annual rise of the river was small, the valley would not get its usual deposit of rich soil. On the other hand, if the river rose to much, it flooded homes and villages and killed livestock. The Nile was carefully watched and studied.

The World's First Calendar. Out of these studies came the world's first known calendar. Observant Egyptians noticed that the Nile began to rise about the same time each year. They also noticed that just about the time of the yearly flood a bright star appeared in the eastern sky. This was Sirius (sir i us), sometimes called the Dog Star.

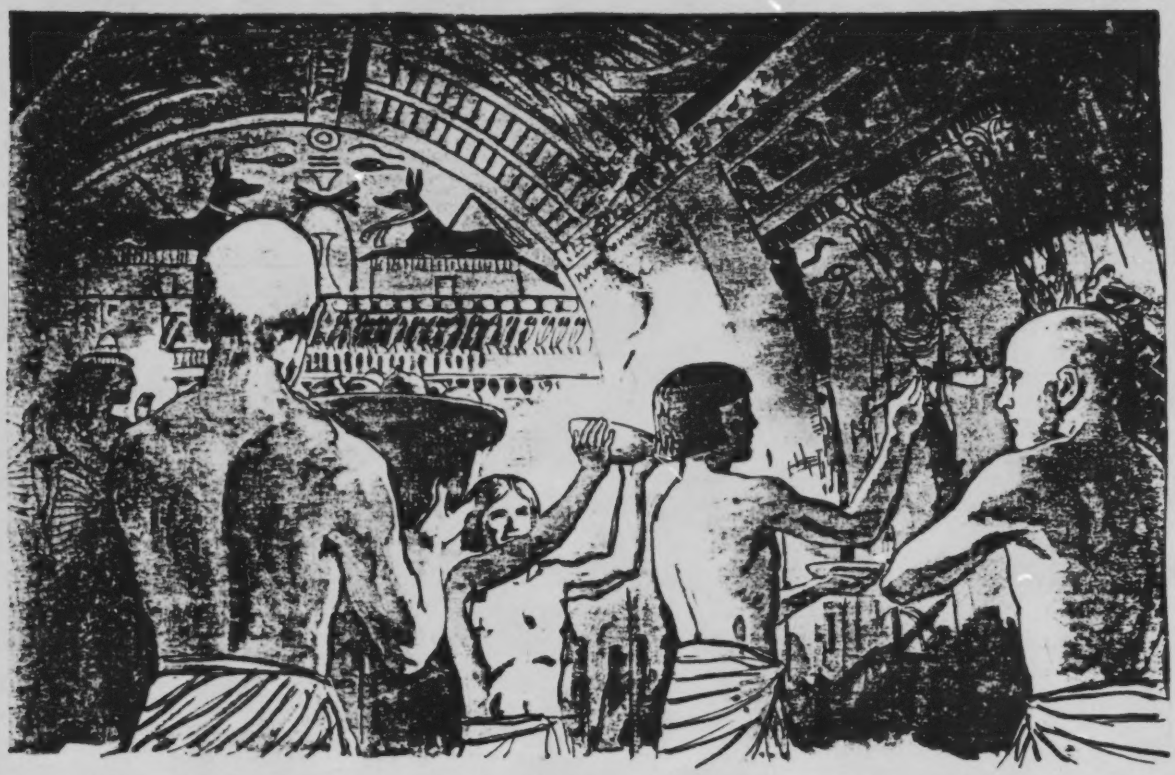
After shining brightly for weeks, Sirius would suddenly disappear. About 365 days from the time it first appeared, the star would once more be seen in the eastern sky-again, just about the time the Nile began its yearly flooding.

Egypt based its calendar on the appearance of Sirius. The first time it was seen marked the beginning of the new year. Twelve full moons came and went between the appearances of Sirius, so Egyptian astronomers divided the year into twelve months of thirty days each. This made a total of 360 days. To round out the year, five feast days were added to the calendar.

1. Why was the Nile River sometimes treacherous?
2. Why was it good to farm near the Nile River?
3. Why was Sirius helpful?
4. Why could a calendar be helpful?
5. Why do we think the Nile Valley was fertile?

How Did Egyptians Prepare For Afterlife?

Preparing for the Afterlife. We have learned a great deal about Egyptain life from these tombs and pryamids. Egyptians believed that the spirit of a dead person would use the same things that the person had used in life. They placed such things as food, drink, furniture, glassware, pottery, tools, weapons, clothing, and jewels in the tombs.



These Egyptians are getting the burial chamber of a pyramid ready for their king. An artist is decorating the walls, while other men are bringing in food and utensils.

Archeologists even found a seventy-foot boat in a secret room under one pyramid. They have also found statues of kings, nobles, and their families. Because of the dry Egyptian climate, many of these things were still well preserved after lying in the tombs for thousand of years.

* * * * * * * * * *

How has the Egyptian's belief in a life after death helped us to understand his ways of living?

* * * * * * * * * *

Egyptian Writing. A nation as advanced as Egypt had to have a way of recording such things as taxes, land boundaries, grain sales, and government records. The Egyptians developed a written language quite early in their history. This was hieroglyphics. Like cuneiform, hieroglyphics developed from picture writing into a system of symbols. Each symbol stood for a number of things.

Hieroglyphics were carved on stone tablets and on the walls of Egyptain tombs. As you can imagine, writing in this way was a slow, tedious job.

1. Why did Egyptians believe in the afterlife?

2. Why do archeologists study Egyptian life?

3. Why is writing important?

4. Why are some things still preserved from ancient Egypt?

5. Why did the Egyptians build tombs?

Preserving the Dead: The Egyptians believed strongly in life after death. They also believed that a person would need his body in his life after death. Therefore, they carefully preserved the body. They treated it with spices and oils and wrapped it in linen cloth. The wrapped body was then placed in a grave or in a tomb. A body that is treated in this way is called a mummy.

Tombs and Pyramids: Egyptian kings and nobles wanted to be sure their own mummies would be kept in safe places forever. They had great tombs built for themselves and their wives. Many kings were buried in secret tombs carved out of solid rock in a place near Thebes called The Valley of the Kings.

About eighty kings built towering, four-sided stone tombs that came to a point on top. These tombs are called pyramids. They have become famous as one of the Seven Wonders of the Ancient World.

An amazing thing about these pyramids is that they were built without using wheels or heavy equipment to move or raise the rocks. Egypt did not learn about the wheel until quite late in her history. Workmen used levers to get large blocks of stone on and off sledges. They dragged them into place over long ramps built around the pyramid.

Why did Egyptians preserve the dead?

1. Why might Egyptians believe in life after death?

2. Why was a mummy treated with spices and oils?

3. Why is it important for the mummies to be kept safe?

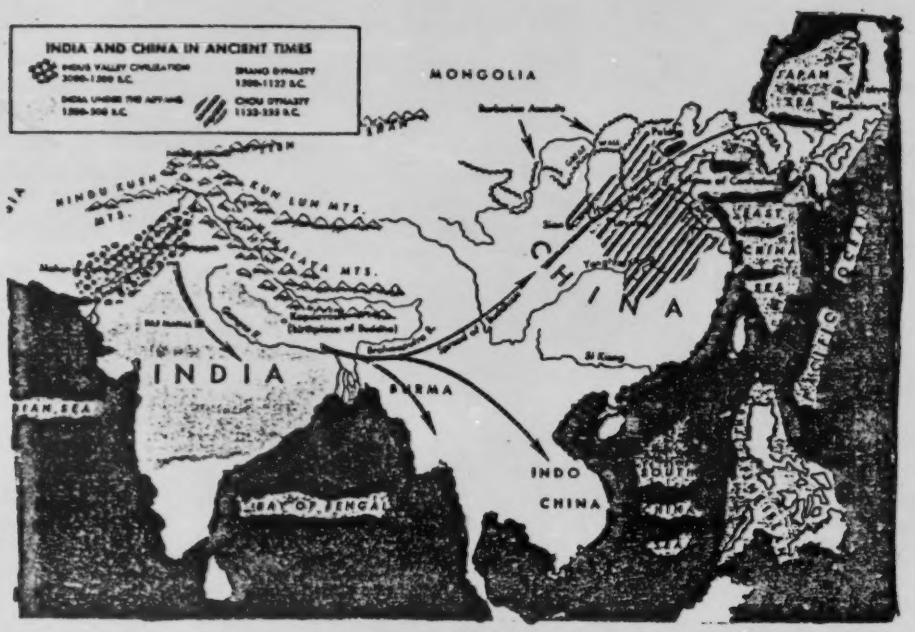
4. Why were the pyramids built?

5. Why would the work be hard for the workers?

Sample Lesson #5

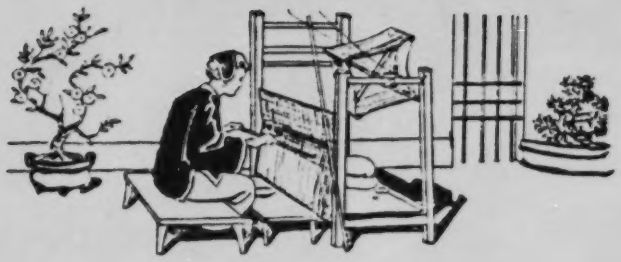
Social Studies Aim: What was life like in Ancient India?

Reading Aim : Recognizing details



1. Where did civilization first develop in India? .
2. Why could no city in the world compare to the Indus Valley civilzation?
3. Along what river did the Chinese civilization start?

5



Ancient India and China

EARLY CIVILIZATIONS IN INDIA

The Indus Civilization. About 3000 B.C. some tribes that had already begun to assume civilized ways moved into the Indus River Valley. They cleared land for farming and built elaborate irrigation systems. They diked the rivers in the valley in order to control flooding. Hundreds of villages and at least two large cities, Mohenjo-Daro (mo.hen jo.da ro) and Harappa (ha.rap a), were built.

No city in the world could compare with the cities of this Indus Valley civilization. They had running water, sewer systems, and paved streets. People lived in well-built houses of more than one story. The cities had public baths. There were granaries for storing grain. Meanwhile, the people of Europe were still living in caves!

Most of the people were farmers. On the plains outside the villages and towns, farmers grew wheat, barley, peas, melons and cotton. The Indus farmers were the first people in the world to grow cotton.

By 1500 B.C. the Indus civilization had disappeared. No one can be sure what happened to it; perhaps it was destroyed by the fierce tribes that swept into the valley from the north about that time. The people of these tribes were called Aryans (ar i. anz). We know that the fierce Aryan warriors burned villages, towns, and cities, killing and plundering as they did so. They might well have been responsible for bringing the Indus civilization to an end.

The Aryan Influence Spreads. The Aryans came as warriors, but they brought their families and their herds with them. They settled in the Indus Valley, learned to farm and built villages.

After the Aryan tribes had completed their conquest of the Indus Valley, they began to fight among themselves. Quarrels often began over the question of who should control choice locations where water and grazing land were plentiful. Often several villages would unite in order to raise a large army. The men of the villages would elect a rajah (ra ja), or king, to lead them into battle against other villages. There came a time when the strongest kingdoms were centered in the valley of the Ganges (gan jez) River. Throughout the rest of India's history, the Ganges was the the most important river in the country.

How did the Aryans influence the development of India?

Syllabication

a. elaborate _____ _____ _____

b. plundering _____ _____ _____

c. sacrificing _____ _____ _____

d. untouchables _____ _____ _____

e. organization _____ _____ _____

Context Clues

a. The elaborate irrigation system watered much land.

elaborate means:

well-built poorly built not built

b. Robbers were plundering the gold.

plundering is:

giving sending taking

c. People were sacrificing a lamb.

sacrificing is:

killing eating chasing

d. The untouchables were once the lowest class of people.

untouchables were:

poorest richest smartest

e. The government organization was complex.

organization means:

original set-up mean

Match the phrases that go together:

1. Hundreds of villages were built	a. wheat, barley, and melons
2. Some tribes were called	b. King
3. Farmers grew	c. in the Indus River Valley
4. A rajah was a	d. Ganges
5. A famous river was the	e. Aryans

Fill in the answers:

1. When did tribes begin civilized living in the Indus River Valley? _____
2. Tell one thing about the cities. _____
3. When did the Indus civilization disappear? _____
4. What did the Aryans bring with them? _____
5. Why did villages unite? _____

Aryan warriors often returned home with cattle, horses, and sheep taken in battle with nearby villages. When this happened, the entire village was likely to turn out to greet and cheer them.

Religion in Ancient India. The Aryans were deeply religious. They worshipped many gods. The most important of these were Indra (in dra), the king of thunder rain; Surya (sur ya), the sun god; and Agni (ug ni), god of fire. These three, together with five lesser gods, were the guardians of the world.

Another god, Brahman (bra man), was the creator of the world. The priests of the Aryans were called Brahmans, after the god-creator. Those who accepted Brahmanism, the religion of the Aryans, came to be called Hindus.

The Aryans worshipped their gods by sacrificing animals to them and by singing sacred hymns. These hymns, called Vedas (va daz), were passed down by word of mouth from generation to generation. They were considered to sacred to be written down. A form of Sanskrit (san skrit), the ancient Indian written language, was invented about 1000 B.C. by Brahman priests. However, no Brahman dared break tradition and copy down the Vedas. This was not done until sometime between 900 B.C. and 800 B.C.

The Beginnings of Caste. Long before the Vedas were written down, important changes had taken place among the Aryans. As time passed, skilled fighters in villages spent more and more of their time fighting. A powerful warrior class developed. These warriors considered themselves better than the farmers who tended the fields and the craftsmen who worked with metal and clay or who spun cotton. But even though farmers and craftsmen were thought of as a lower class than the warriors, another group was considered even lower. This group consisted of the Sudras (soo draz), or conquered people who had adopted the way of life and beliefs of the Aryans. Out of this class structure sprang the caste system. The Brahmans were at the top of the caste system, for they were the ones who spoke to the gods for the people. Next came the Kshatriyas (kshat ri.yas), or warriors. Below the warriors were the Viasyas (vi syaz). This class included herdsmen, farmers, and skilled craftsmen. The Sudras made up the lowest caste.

The non-Aryans who had not accepted Aryan ways were called "out-castes," or untouchables. They did not belong to any class at all. The untouchables performed unpleasant tasks that the Aryans and Sudras did not care to do.

The caste system underwent many changes, and it eventually spread throughout India. Many subcastes developed from the four original castes.

What class structure did the Aryans start?

Match the Phrases that go together.

1. The Aryans were deeply religious	a. Brahman
2. One God was called	b. animals
3. The Aryans sacrificed	c. Sanskrit
4. Their writing was called	d. Kshatriyas
5. The warriors were called	e. and worshipped many gods

Fill in the answers.

1. Indian written Language was started about the year _____
2. The lowest case was called the _____
3. The untouchables were _____
4. How many original castes were there? _____
5. Name the group that was below the warriors. _____

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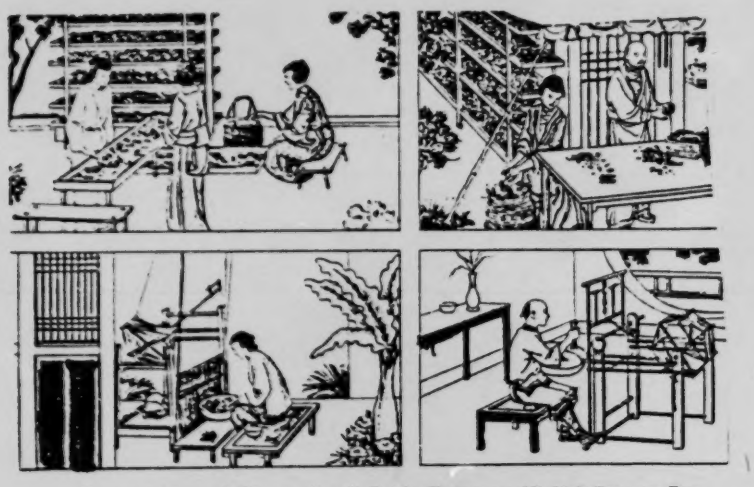
Sample Lesson #6

Social Studies Aim: What did Ancient China contribute to the World?

Reading Aim : Recognizing details



These scenes show early Chinese making silk. First the silkworms were killed in boiling water. Then the best cocoons were selected and spun into thread. Finally the thread was woven into cloth.

1. What precious stone did Chinese craftsmen work with for the first time?
2. How did the silk industry start in China?

Syllabication:

a. ornaments

b. fertilizing

c. endured

d. Confucius

e. philosophers

Context Clues

a. The ornaments made the room look nice.

ornaments are: soil decorations farming

b. The farmer was fertilizing the soil.

fertilizing is: killing, freezing improving

c. The army endured a long period of hardship.

endured means: winning suffered through entertaining

d. Confucius was a famous Chinese philosopher.

Confucius was: a monkey a man a confused animal

e. The philosophers said many smart things.

a philosopher: thinks hard climbs mountains doesn't study

CIVILIZATION BEGINS IN CHINA

An Industrious People. Sometime before 1500 B.C. a civilization had begun on the broad plains around the Hwang Ho (hwang ho), or Yellow River, in what is now northern China. We do know that by 1500 B.C. they were advanced enough to have developed a political organization with a king as its head.

The Chinese, or "Black-haired People," as they called themselves, had worked hard to build a home in the Hwang Ho Valley. The land was fertile, but marshes had to be drained, marshes had to be cut away, and irrigation canals needed to be dug. Once the land was suitable for farming, more hard work went into keeping it fertile. The Black-haired People preserved the soil by using careful farming methods and by fertilizing their fields regularly. They made the Hwang Ho Valley a fruitful place, and they passed excellent farming methods on to their descendants.

More than three thousand years have passed since farming began in the Hwang Ho Valley. The descendants of the first farmers have seen many terrible floods and have endured countless droughts. Yet, the Chinese have worked so hard and so skillfully that the Yellow River Valley is still one of the most fertile places in the world.

Art in Ancient China. Perhaps even more spectacular than the Black-haired People's success in farming was their skill in making fine objects. Craftsmen made beautiful ornaments from gold, silver, and precious stones. They made vases, weapons, and utensils from bronze. Chinese artisans were the first to work with jade, a smooth, hard stone that comes in many colors. Sometimes an artisan spent as much as ten years making a single jade vase!

Workers in silk. The Chinese were also the first to make silk. At some unknown time in Chinese history, someone picked a cocoon off a leaf of a white mulberry tree. This person discovered that the cocoon could be unwound into a long, hard, shiny thread. This was the beginning of the silk industry in China, a business that has continued into modern times.

What did early Chinese contribute to the world?

Match the phrases that go together.

1. The Chinese called themselves	a. Three thousand years ago
2. Once the land was fertile	b. is one of the most fertile places
3. Farming began in the Hwang Ho Valley	c. where the chinese people came from
4. The Yellow River Valley	d. more hard work had to keep it fertile
5. We do not know	e. the "Black-Haired People"

Fill in the answers.

1. Craftsmen made _____
2. What did they make from bronze? _____

   _____.
3. Chinese artisans were the first to work with _____
4. Who were the first to make silk? _____
5. What did someone discover about the cocoon? _____

   _____

A Famous Teacher. It was during the Chou dynasty that China'a greatest philosopher, Confucius (kon fu sh us), lived and taught.

Confucius was born to a noble but poor Chinese family in 551 B.C. His father died when the boy was only three. Confucius' mother realized that her son was a bright, thoughtful boy. She saw to it that her son recieved a good education. By the time Confucius was fifteen, he had decided to become a scholar.

Like most Chinese boys, Confucius had great respect for the wise philosophers, or sages, who had lived in past centuries. He carefully studied the poems, histories and teachings they had left behind. He became convinced that his country's troubles would cease if everyone would follow the principles of conduct found in the works of these ancient sages.

Confucius became a teacher when he was twenty-one. He taught his students the things he had learned from studying ancient Chinese writings.

One of the things he taught them was that good government was necessary, but that it would come only if rulers and government officials were honest, fair and wise. He also urged people never to do to others what they would not want done to themselves.

The last statement you read is often called the "Confucian Golden Rule." How does it differ from the Golden Rule we know?

Confucius attracted many devoted disciples. At the time of his death about 481 B.C., about 3,000 scholars were teaching the principles and ideas they had learned while they were his students. Within a few centuries after his death his teachings, or Confucianism, had become almost a religion to millons of people throughout south-eastern Asia.

Chinese Writing. By the time the rest of the world heard about China, the Chinese had a written language. The language was difficult to learn; it had no alphabet, and each character stood for a certain word, object, or idea. The earliest Chinese writers wrote on wood, silk, or bamboo, using a sort of varnish blackened with soot.

Who was a famous Chinese philosopher, and what did he teach?

Match the phrases that go together;

1. Confucius was	a. 551 B.C.
2. Confucius was born in	b. China's greatest philosopher
3. By the time he was fifteen	c. At fifteen
4. Confucius became a teacher	d. That good government is necessary
5. One thing that he taught was	e. Wanted to be a scholar

Fill in the answers.

1. Confucius died in _____
2. His teachings became a _____
3. He carefully studied _____
4. Confucius had respect for _____
5. The earliest Chinese writers wrote on _____

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SAMPLE LESSON #7

ANCIENT GREECE

Social Studies Aim: What was life like in Early Greece?

Reading Aim : Forming judgments

If you look at the map above, you can see that Greece has water on three sides. It is part of what is now called the Balkan peninsula. But notice how several smaller peninsulas thrust themselves into the Ionian, Aegean, and Mediterranean Seas.

Why would you think of Greece as a land of peninsulas and islands?

Syllabication

a. shepherds _____ _____ _____

b. conquered _____ _____ _____

c. olympus _____ _____ _____

d. goddesses _____ _____ _____

e. pentathlon

Context Clues

a. Shepherds watch the sheep in the fields.

Shepherds work with: cows sheep foxes

b. A conquered country has lost a war.

Conquered means: defeated won consider

c. Olympus is a mountain where the Greek Gods lived.

Olympus is: city mountain state

d. The Greeks believed in many goddesses.

Goddesses are: female athletes female gods male gods

e. The pentathlon are five events in the Olympics.

A Pentathlon winner must be a: good athlete good writer good reader

LIFE IN EARLY GREECE

THE GREEKS AND AN OLDER CIVILIZATION

The First Greeks Move In. The people we now call Greeks have not always lived in Greece. Many years ago they were wandering shepherds living northeast of Greece. They roamed over the plains of Europe looking for better pastures for their flocks and herds. Then some of the shepherd tribes strayed southward into the land now known as Greece.

Here they found a beautiful country occupied by civilized people called Aegeans (e je anz). The climate was mild the year around. The sun shone brightly. The shepherds found plenty of grass for their flocks in the fertile valleys.

As each uncivilized tribe found the valley it wanted, it conquered the Aegeans and settled there. Most of the conquered people became slaves. Keeping a fertile spot was not an easy task, however, other tribes wandered into these valleys and tried to take them for themselves. The tribes fought until the stronger ones had driven out the weaker ones. The defeated tribes then moved southward into other pasture lands. In this way, the whole country of Greece was gradually conquered and settled.

We know these people as Greeks, but they called themselves Hellenes (Hel-enz). Their new country they called Hellas. Many centuries passed before they became known as Greeks.

1. Who were the first people to live in Greece?

2. What did the Greeks first call themselves?

3. What did they call their new country?

Forming Judgments

Write the sentence that is wrong.

The Greeks were stonger than the Aegeans.

The early Greeks had many wars.

It took a short time to get their name GREEKS.

It took a long time to settle the country.

Write a paragraph telling why do some people move to new places.

_____

_____

_____

_____

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One of the great festivals in ancient Greece honored the god Zeus. It was called the Olympic Games. The winner in each athletic event was crowned with an olive wreath by the judges.

1. How did religion influence the life of the early Greeks?

2. How did the Olympics of ancient Greece differ from present day Olympic Games?

GREEK GODS AND HEROES

The Influence of Religion. Religion played an important part in the lives of the ancient Greeks. Tribes had their favorite gods. So did the different trades and crafts. People believed these gods helped a man in his daily work and punished him for wrongdoing. A sailor prayed to the god of the sea for good winds. A sheperd prayed to Pan that his flock might have thick fleece.

Gods and Goddesses. You have probably seen pictures of early Greek gods and goddesses in your reading books. Weren't they all tall, good-looking men and women? The Greeks thought of them as people who could do things that human beings cannot do. Their home was said to be amid the clouds of Mount Olympus.

After awhile the Greeks believed that their gods and goddesses had absolute power over everybody and everything in the world. They spent much time and thought trying to please the gods. They made gifts to them. They held festivals in their honor. In still later times they built splendid temples and carved handsome statues in their honor.

A Day at the Games. One of the festivals held by the Greeks for their gods was called the Olympic games. We have a guide.

He explains that Greeks from all the city-states, and even from many Greek colonies, come to the games. The athletes are the best in Greece. They have trained for ten months and must never have wronged the gods.

"In the early games, we had only foot races," the guide says. "Later, other sports were added. Today there is a great variety of events to watch, The most exciting of all are the chariot races. But my favorite is the pentathlon. A man has to be good in five events to make a showing in the pentathlon."

Olympics, Past and Present. Since we know one of the winners, we sit close to the platform on the last day of the games. One after another, the winners in each contest are crowned. Our hearts are bursting with pride when our friend's name is called. He comes forward and stands very straight and tall before the judges. The wreath of wild olive leaves is placed on his head. Everyone cheers.

The boy's father says he will have a statue made of his son. We know he will receive gifts from his city-state when he gets home. But our friend has received the highest honor in Greece--the olive leaf of victory! He doesn't want any other reward.

In our day the Olympic games are carried on in much the same way they were 3,000 years ago. But they are no longer connected with religion. Another big difference is that they are for the world. Now they are held in a different country every four years.

The Olympic games helped bind the people of Greece together. They also inspired Greek sculptors. Myron (mi ron) and Praxiteles (praks.it e lez), two famous sculptors, often used as their models runners, discus throwers and other athletes.

Forming Judgments

Write the sentence that is wrong.

The Greeks believed in many gods.

Winners of the Olympics became generals of the army.

Greeks travel far to get to the Olympics.

Winners of the Olympics became famous.

Write a paragraph telling why do some people move to new places.

_____

_____

_____

_____

SAMPLE LESSON #8

What was the Spartan Ideal?
Social Studies Aim: How did Democracy start in Athens?

Reading Aim : Predicting outcomes

The Athenian Ideal

"The Greeks believe they must build beautiful bodies and train beautiful minds, A perfect mind in a perfect body is the Greek ideal. Then you have a fine man and a useful citizen. He will strive to do everything well."

1. What is an ideal?

2. What is your ideal? Compare your ideal to the Athenian ideal.

Syllabication

a. democracy _____ _____ _____

b. communication _____ _____ _____

c. dependable _____ _____ _____

d. instrument _____ _____ _____

e. punishment _____ _____ _____

Context Clues

a. In a Democracy the people elect the leaders.

Democracy is: a form of game

a form of government

a form of team

b. Communication is important to explain our feelings.

Communication is: talking taking collection

c. A dependable student will do what he is supposed to do.

Dependable is: doing the right thing

being bad

diving deep

d. He plays a musical instrument

an instrument is: the sword

the javelin

the guitar

e. People receive punishment for crimes.

punishment is for: good things

bad things

funny things

LIVING IN ATHENS AND SPARTA

LIFE IN ATHENS

The Rise of Democracy. When the wandering shepherd tribes settled in Greece, they built small villages. Mountains or bodies of water separated many of these villages from the other villages in Greece. Often the people living in one village would not know the people living in a neighboring village only a short distance away. Because transportation and communication were very difficult, the villages of Greece never became united.

Each village had its own government. At first, this consisted of a tribal council. As villages grew into city-states, other forms of government were tried. Sometimes a king or a dictator ruled over a city-state. At other times a group of strong landowners or a strong leader took over. But regardless of the form of government, each city-state remained independent.

After a time most of the city-states came to be ruled by their citizens. Each citizen in a city-state had certain rights and privileges. To keep these rights, he was expected to take part in the government.

This kind of government was called a democracy. The name comes from two Greek words, one meaning "people" and the other meaning "power". Thus democracy is the "power of the people." The Greeks were the first to use democracy, a form of which Americans enjoy today.

Athens Becomes Important. After the people took over their governments, the history of Greece became the history of the city-states as they grew and became strong. Of all the city-states, Athens made the most progress. Working together, the leaders and the citizens of Athens built a beautiful and democratic city.

Living in Athens and Sparta

Predicting Outcomes

What will happen if people don't communicate and become angry easily?

a. They will love each other.

b. They will be good neighbors.

c. They will fight wars.

What will happen if the people live in a democracy?

a. They will pick the leaders.

b. The leaders will be dictators.

c. The villagers will have a king.

What will happen if the Athenians all work together?

a. They will build a better city-state.

b. They will become killers.

c. They will be attacked easily.

Democracy Started in Athens...How?

Why was the democracy that Athens finally achieved still not as great as our democracy today?

* * * *

The Athenian Assembly. An Athenian citizen takes us with him to a hillside where an Assembly is being held. Several hundred men are scattered about the hill, but no women. We ask if all the citizens in Athens are here.

"No," our guide replies, "every citizen is not expected to attend each Assembly. We have one forty times a year, you know. Slaves and peasant farmers are not citizens, so that keeps down the number of those who take part."

"Can anyone ask a question or propose a new law?" we ask.

"Hardly," the guide says, smiling. "After all, there are several thousand citizens. We have a council of 500 citizens which studies questions and problems that might go before the Assembly. The Council then recommends that certain things be done and that certain questions be talked over."

We do not stay for the whole meeting, but what we see is somewhat like a New England town meeting. The chairman announces that the Council recommends that a new battleship be built. One after another, citizens ask questions about the new ship or say what they think. The members of the Assembly listen quietly to each speaker. After the discussion, a vote is taken.

In that manner the Assembly makes the laws, elects officers, sets taxes, and votes the money for roads, ships and other things needed by the city-state.

"Do the laws protect everybody?" someone asks.

"No, only the citizens," our guide answers. "We have not yet worked out a way for everyone to be a citizen and have a part in our government."

* * * *

In what ways does the government of your state resemble that of the Greek city-states?

* * * *

Predicting Outcomes

What will happen if too many people rule the state?

a. It will be quiet.

b. Running the state will have too many leaders.

c. Running the state will need many more leaders.

What will happen if people meet in an Assembly?

a. They will be sent home.

b. They have a chance to say what they think.

c. They have a chance to cook food.

What will happen if people make their own laws?

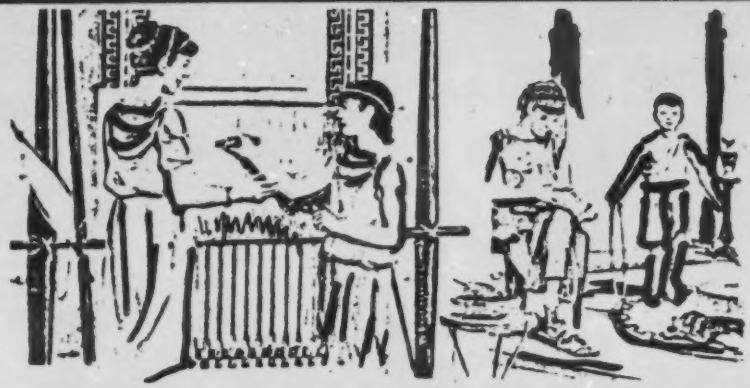
a. They will have Kings.

b. They will have a poor army.

c. They will make fair tax laws.

What education did girls have in Athens?

What education did boys have in Athens?



Home was the only classroom known to the girls of ancient Athens. Hera's mother is showing her how to improve her weaving. A nurse watches over the younger children.

The Training of Athenian Girls. Our friendly citizen says, "Let me take you now to an Athenian home. There you can see the kind of training our children receive."

The daughter of the house is about fourteen. Her mother says, "Like other Athenian girls, Hera has never gone to school. Her nurse and I have been teaching her to sing, dance, and be a lady. She can spin and weave. We are teaching her how to manage the house. When she has her own home she will know how to manage her slaves and run her house."

The Training of Athenian Boys. Leander, the son of the house, is twelve. "Until he was seven," his mother says, "I taught him at home. He learned the stories of our heroes. But because he must have a strong clean body, he spent much of those first years playing games in the bright sunshine.

"When Leander was seven," she continues, "my husband put him in charge of a paidagogus or pedagogue named Theodore. Theodore is a slave, but he is intelligent and dependable. He takes Leander to his teachers and helps him with his lessons. Theodore has much to do with training Leander to be a good citizen."

Leander's Teachers. We go with Leander and Theodore to the grammar teacher's house. Theodore carries Leander's school supplies and a musical instrument called a lyre. Only children of the wealthy go to school, so the group is small. Each boy is taught separately.

At his grammar teacher's house Leander sharpens his wits by working an arithmetic problem. At the gymnasium he develops his body by taking part in a wide variety of sports and games.

Predicting outcomes

What will happen if girls learn to spin and weave?

a. They will learn to read.

b. They will learn to make clothes.

c. They will learn to make swords.

What will happen if boys play in the clean, fresh air?

a. They will grow weak.

b. They will be teachers.

c. They will grow strong.

What will happen if children play a Lyre?

a. They will play an instrument.

b. They will run fast.

c. They will plan trips to the mountains.

How were the people of Sparta governed?

What was the Spartan ideal?

The Spirit of Sparta. Sparta was governed by a few chosen leaders rather than all the people. The people of Sparta did not want to make changes in their way of living. For this reason they would not let outsiders come to their city to become citizens. The slaves raised enough food for the Spartans. They saw no need to trade with outsiders. They devoted their time to their one ideal, discipline.

Training a Boy in Sparta. Every Spartan belonged to the state. The Spartans began their job of making a boy a soldier soon after he was born. A committee looked at him in his cradle. If he looked well and strong, he was allowed to grow up. If he looked weak, his parents had to take him to the mountains and leave him to die.

Until a boy was seven years old, he was left with his mother. She taught him to be brave. At seven he was taken from home and placed in a camp. About fifteen boys usually lived together in a camp. Of these the bravest and strongest was chosen captain. Those who did wrong had to take the punishment he set for them.

The life of the boys in Spartan camps was very hard. They wore very few clothes and no shoes or hats. After they were twelve, they were allowed only one piece of clothing. They had to sleep on hard beds made from branches of trees. They bathed in the river.

In those long-ago days an army gathered food from the land it fought over. Because of this the young soldiers were fed black bean soup and a little coarse bread. You can be sure this left them hungry. They were expected to steal the extra food they needed. If they were caught, they were whipped.

In camp the boys were taught to read and write, to suffer pain without complaining, and to obey orders without questions. Each day they went on long marches and took part in setting-up exercises. They were taught to use the spear and the bow and arrow, to wrestle and to box. It was thought all right for a boy to win his wrestling match by kicking, biting, or other unfair means.

Whipping was a part of every young Spartan's education. It was thought that such bodily punishment would help to make him a hardy, brave warrior. Each boy was whipped in public once a year. It is said that he would rather die than cry out for mercy.

The only music of Sparta was the march; the only poetry, the war-song. The Spartans were one of the few early peoples who did not build walls around their city. Perhaps that was because Sparta was on a plain. Also, they said that their brave soldiers were their "walls". Much emphasis was placed upon bravery. Even today you may hear someone say, "He is as brave as a Spartan". The greatest honor that could come to a Spartan was to die fighting for his country.

What training did a Spartan boy have?

How did the training of a Spartan boy compare with that of an Athenian boy?

A Spartan camp was a busy place. All of its training was aimed at preparing boys to become soldiers. They were expected to be obedient, accept physical punishment, and become "hard as nails."

Predicting Outcomes

What will happen if boys are trained to be soldiers?

a. They will be good runners.

b. They will be weak warriors.

c. They will be good fighters.

What will happen if Spartan boys are whipped often?

a. They will be trouble makers.

b. They will become brave men.

c. They will be poor fighters.

What will happen if boys are taught to obey orders without questions?

a. Their leaders will have poor control.

b. Their leaders will have complete control over them.

c. Their leaders will be afraid of them.

SAMPLE LESSON #9

Social Studies Aim: What caused the Peloponnesian War?

Reading Aim : Understanding relationships

When the Peloponnesian War began, people living near Athens moved into the city for protection. Crowded, unhealthful conditions in the city brought on a plague that killed thousands.

1. What troubles did Athens have?
2. Why did nearly one third of the people die?

Syllabication

a. 'allies _____ _____ _____

b. Corinthians _____ _____ _____

c. Macedonia _____ _____ _____

d. Demosthenes _____ _____ _____

e. Alexander _____ _____ _____

Context Clues

a. The allies fought on the same side in the war.

allies are: friends enemies opponents

b. Corinth was an ally of Sparta.

Corinth was a: place mountain boatyard

c. Macedonia conquered: Greece

Macedonia was: weak unable to fight powerful

d. Demosthenes tried to warn the Greeks.

Demosthenes was a: smart man god Macedonian

e. Alexander was a great soldier.

Alexander fought many: political fights military fights Olympic Games

Macedonia Conquers Greece

WAR AMONG THE CITY-STATES

Sparta had watched jealously as Athens became the cultural leader of Greece.

But what concerned Sparta most was another kind of leadership Athens had developed. Athens had become the greatest trader in Greece. She had built up a large empire of peoples with whom she traded. This empire extended over the islands of the Aegean Sea and into Asia Minor. The combined navies of Athens and her allies posed a real threat to the military supremacy of Sparta.

War Begins. Athens became increasingly aggressive as she gained power. In 431 B.C. she began meddling in the affairs of Corinth, an ally of Sparta. The Corinthians asked the Spartans for help.

A spartan peacemaking team was sent to Athens. The Athenians would not discuss the problems with the Spartans. Before leaving, the Spartans issued a grim warning. "This day will be the beginning of great evils to the Greeks," they said.

How truly the Spartans spoke! The resulting conflict, called the Peloponnesian War, lasted twenty-seven years. And it was the Athenians who suffered the most.

Troubles for Athens. When the war began, many people came inside the city walls of Athens for protection. This made the city so crowded that the people lived under unhealthful conditions. A terrible disease broke out. Nearly a third of the people, including Pericles, died.

Athens now had no strong leader. The war continued for a long time, but Athenians had no heart in it. Athens was defeated. Corinth wanted the city destroyed. "No!" Sparta said. "We will not destroy a city that has done so much for Greece."

Athens exists today because the Spartans made this decision.

1. What caused the Peloponnesian War?

2. Why did disease break out in Athens?

Understanding Relationships

Cross out the wrong answers:

1. Sparta was proud of Athens.
2. Sparta and Athens were allies.
3. Athens and Corinth fought a war.
4. The war between Athens and Sparta was short.
5. The Spartans hated Athens so much that Athens was destroyed.

Draw a map showing where Athens and Sparta were in Greece.

It is said Demosthenes made his voice stronger by speaking above the ocean's roar. His speeches later roused the Athenians to protect their freedom and their city-state from Philip of Macedon.

Sparta Is Defeated. After the Peloponnesian War Sparta was the leader of all Greek city-states on the mainland and in the Aegean. She treated the conquered peoples so badly that they rose against her Led by a general from Thebes (thebz) a group of city-states defeated the Spartan army. Thebes became the leader of Greece for awhile. Probably no one could have been sure who would be the next ruler of Greece but he was not slow in coming!

A Strong Kingdom. While the Greek city-states were quarreling and fighting among themselves one of their neighbors to the northeast was becoming a strong kingdom This was Macedonia (mas e.do ni.a), ruled by King Philip. The Macedonians were related to the Greeks and had a similar language. But the Greeks thought of them as uncivilized barbarians.

Philip of Macedon (mas e don), as he was called, thought Greece had the highest culture in the world. He loved this culture and entertained many famous Greek artists and thinkers at his court.

Philip wanted to add Greece to his empire. He knew that the city states had quarreled for about a hundred years "If the Greeks keep fighting," he thought "they might destroy their civilization. Why not strike now? I'll take over Greece gradually."

The Greeks Are Warned. Philip first attacked Greek colonies and cities near Macedonia. Many Greeks were so busy with their own quarrels that they failed to realize what Philip was doing. However, a man named Demosthenes (de mos the nez) was wide awake. He was one of the most powerful speakers in the Athenian Assembly. Over and over Demosthenes warned his people that Philip planned to conquer all the city states Again and again he urged them to unite and preserve their freedom. When he finally convinced the Athenians they must do something, they united with Thebes. By this time Philip had already taken over a number of city-states.

End of Greek Freedom. The soldiers of Athens and Thebes met Philip in battle just north of Thebes. Philip won the battle.

This event in 338 B.C. marked the end of Greek independence. Philip set up a strong government for Greece. The next year he united all the city-states but Sparta into the Hellenic League. You will recall that the early Greeks called themselves Hellenes. Philip hoped the Hellenic League would put an end to the quarreling of the city-states.

1. Who was Philip and what did he want?

2. What did Demosthenes warn his people?

Understanding Relationships

Cross out the wrong answer.

1. Sparta treated conquered people badly.
2. The Greeks thought the Macedonians were smart and wonderful.
3. Philip of Macedonia became King of Greece.
4. Philip defeated the soldiers of Athens and Thebes in 338 B C.
5. Philip was a weak King and set up a weak government.

Draw a map showing where Macedonia was in relation to Greece.

THE ANCIENT WORLD'S GREATEST EMPIRE

Macedonia Gets a New King. Before Philip of Macedon could go on and fight Persia he was murdered. His son, Alexander, became king. Although Alexander was only twenty years old, he had been trained to lead his people.

There are many interesting stories about this young king, one of the most remarkable boys the world has known. When he was twelve years old his father was angry with a colt which none of the soldiers could ride. The fiery colt reared and snorted and kicked. When it seemed that no one could train the animal, Philip ordered that it be taken away.

At that point Alexander cried, "Don't lose such a horse just because no one can manage it!"

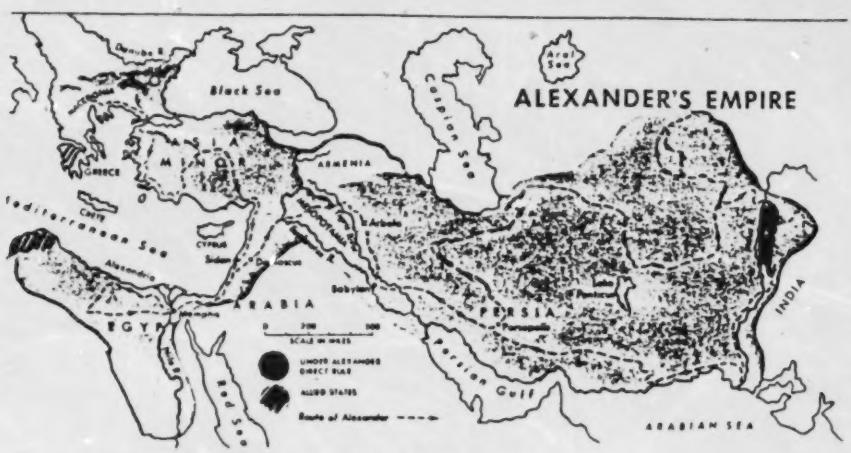
Being a boy who kept his eyes open and his mind working, Alexander had noticed that the colt was afraid of its shadow. He walked up to the animal and turned its head toward the sun. Kindly, patting the colt's neck, he sprang upon the animal's back.

The colt leaped and ran. Alexander let it go until it was tired. Then he guided it gently until it went wherever he wished. After that, this horse, named Bucephalus (bu sef a lus), carried Alexander through many battles.

Alexander's World State. Not all of this vast empire was won by fighting. Alexander liked to sit down with the rulers of a nation and tell them what he was trying to do. In this way he sometimes made them see the advantages of joining his empire without being conquered in battle.

He believed that if all people adopted Greek ways of life all the peoples of the world could learn to live together in peace. He realized this world state could not be built in a day. Hence he allowed conquered people to keep their old ways until they were ready to accept Greek ideas and customs.

Alexander the Great died when he was only thirty-three, yet by then he had won the world's greatest empire. He had gone beyond the Mediterranean world and taken in much of Asia.



1. What was Alexander's belief?
2. How did he treat conquered people?
3. Who was Bucephalus?

Understanding Relationships

Cross out the wrong answer.

1. Alexander was Philip's brother.
2. Alexander was a great military leader.
3. His horse's name was Bucephalus.
4. Alexander wanted everyone to act like the Greeks.
5. He couldn't ride his horse in battle.

Draw a map showing Greece and Persia.

SAMPLE LESSON #10

Social Studies Aim: How did the Estrucans and Greeks influence life in Early Italy?

Reading Aim : Following directions

1. What is a peninsula?

2. Near what river did early Romans settle?

Syllabication

a. peninsula _____ _____ _____

b. tunic _____ _____ _____

c. Etruscans _____ _____ _____

d. community _____ _____ _____

e. republic _____ _____ _____

Context Clues

a A peninsula is surrounded on three sides by water.

a peninsula is· an island land an ocean

b. A tunic fits from the neck to knees.

a tunic is a weapon a sign clothes

c Etruscans were an early people who settled around Rome.

the Etruscans are: a group of Greeks a group of people Latins

d. A community is a neighborhood.

our community is: U.S.A. Far Rockaway New York State

e. A republic is a form of government.

A republic describes: a war system a political system a childraising syste

The Early Romans. About 1500 B.C. a group of people moved southward in to the Italian peninsula. They settled south of the Tiber River. Their language was Latin, and they called their new land Latium (la shi um).

Home and Clothing. Each farmer has a simple one-room house. It is built of sun-dried bricks. There are no windows. A hole in the roof serves as a chimney for the open fire. Inside, the mother bakes bread and cooks vegetables for her family. At one side is the simple loom where she spins and weaves woolen cloth. It is she who makes the clothes worn by the family.

This clothing includes a long tunic, or dress, for the mother and a shorter one for the daughters. There are short woolen tunics for the father and sons. You might think of a tunic as a long shirt with short sleeves. It reaches to a person's knees.

Training and Education. Children are educated at home. There are no schoolrooms or teachers in the farming community. The mother teaches them to count so they can so they can trade farm products for necessities. The boys use a counting frame divided into columns for ones, tens, and hundreds. Each boy solves his problems by putting pebbles into the proper columns.

Family Worship. Each home has its altar and family gods. The father leads the family in worshipping the gods which watch over the house, fields, and grain. He learned from his father how to call upon them for aid.

1. Where did early Romans settle?
2. What clothing did they wear?
3. What training did children have?

Roman numbers, like a game,
were learned from pebbles in a frame.

Following Directions

1. Answer these true or false.

   a. The Etruscans were not as civilized the Latins. T F

   b. Rome has seven hills around it. T F

   c. Craftsmen made pottery and metal weapons. T F

2. Write the word that comes after sewer in the story.

3. Find the number of people in the picture._____

4. Copy one paragraph heading._____

   _____

5. Describe the rebellion of the Latins.

   _____

   _____

   _____

71

Enter the Etruscans! Archeologists believe that the Etruscans (e.trus kanz) were tribes of people from Asia Minor. They settled just north of Latium. The Etruscans were much more civilized than the Latins. They knew many crafts and sciences. They did fine work in bronze and had metal weapons and tools. The Etruscans were also skilled painters, warriors and builders.

It appears that the Latins traded with their new neighbors and learned much that helped them become more civilized.

"But," you may ask," why do we interrupt the history of Latium to talk about Etruscans?"

The answer is simple. The Etruscans interrupted the slow development of Latium and made the people become civilized faster. One of their kings captured a village on the Tiber River and named it Roma, or Rome.

Rome Becomes a City-State. The Etruscans made many changes. They drained the low ground near the river and laid out a market place. In later years this was called the Forum. Here farmers could exchange their products for much-needed iron tools.

Rome was built on a hill. There were six other hills nearby. People soon made their homes on the other hills, too, and a wall was built around all seven. Streets were paved, temples built and a sewer system made. People learned city ways. Craftsmen made leather goods pottery and metal weapons. The little farming community became a city-state. Some of the people outside the city walls joined the city-state too.

The Influence of the Greeks. During this time the Romans also learned much from the Greeks. After Greek colonies were set up in southern Italy, Greek traders came to Rome from these colonies. The Romans copied their ships and began to trade with the Greek towns along the Mediterranean.

The Greek merchants taught the Romans to buy what they wanted with coins instead of exchanging goods. At first they made copper coins, but later they made coins of silver, just as we do today. Much of the Greek language became part of the Latin language. The Romans learned the Greek alphabet and changed it to suit their needs. We can trace the history of the alphabet from Egypt, where it began, to Phoenicia, Greece, Rome, western Europe and thence to America.

These civilizing changes took more than 200 years. Etruscan kings came and went, but most of them were cruel. They said the Latins had no rights because they were a conquered people. Finally, the people rebelled. They rose against the king, Tarquin (tar kwin) the Proud. Tarquin was driven from the city. The Etruscans tried several times to restore him to the throne, but each attempt failed.

1. Who were the Estruscans? How did they influence the Latins?

2. What did the Romans learn from the Greeks?

Following Directions

1. Answer these true or false

   a. Each farmer had a big house. T F

   b. A tunic reaches to the waist. T F

   c. The mother teaches the daughters and the father teaches the sons. T F

2. Write the word that comes after TIBER in the story. _____

   _____

3. Find the closest mountain to Rome in your textbook map.

   Write its name here. _____

4. Copy one paragraph heading. _____

   _____

   _____

5. Describe Roman clothes. _____

   _____

   _____

WHAT KIND OF GOVERNMENT DID EARLY ROME HAVE?

THE GROWTH OF GOVERNMENT

Two Classes of Citizens. There were two classes of citizens in Rome, the nobles and the common people. The nobles were called patricians. Their ancestors had been among the first tribes to settle in Latium. They held the offices in the government and shared the lands which the Roman armies conquered.

The plebeians were the common people. They had few rights and felt that they were badly treated by the patricians.

The plebeians "went on strike." At a big meeting they decided to leave Rome and set up a city of their own!

The patricians soon learned that they could not get along without the plebeians. They gave the plebeians new rights and privileges in the government. The plebeians came back. Before long the two classes had almost the same rights. Later the laws were written on twelve tablets of stone and put where all might study them. Many of these written laws were so wise that we still have them today.

The plebeians won the right to help make the laws and to vote. They could marry whom they chose. The time came when a citizen was neither plebeian no patrician. He was a Roman, just as every citizen in our country is an American. Would you agree that the Romans had come a long way toward democracy?

* * * * *

Do you think a strike was a good way of showing the patricians how much they needed the plebeians? Why?

* * * * *

A New Form of Government. After the Romans drove out their Etruscan king, they set to establish a new form of government called a republic. This was about 500 B.C.

In the republic, two rulers were chosen by the Assembly to rule one year. These rulers were called consuls. Each consul had equal power. Each could stop the other if they did not agree.

A Senate was set up to help the consuls rule. Its 300 members held office for life. The Senate approved every rule before it became law.

Inasmuch as senators were elected for life, they gave all their time to helping Rome. Gradually they became the real rulers of Rome. As they grew in their knowledge of government, they became truly wise leaders. Rome reached its highest point of development under their guiding hands.

"Veto means that "I forbid," and that is what the tribunes did.

Tribunes and the Veto. In our day we hear much about the use of the veto in United Nations' proceedings. It is a word and a lawful step that has come down to us from ancient Rome.

In the squabble between patricians and plebeians the plebeians first won the right to have two officers in the government. They were called tribunes. When a rule or law was proposed which a tribune felt would hurt the plebeians. he cried "Veto!" This means "I forbid!" No rule could be put into use after a tribune had vetoed it.

1. What new "weapon" did the plebeians use to win rights?
2. What new form of government did the Romans set up?
3. What was a consul? What did a tribune do?

Following Directions

1. Answer these true or false.

   a. The plebeians went on strike. T F

   b. The Romans set up a dictatorship. T F

   c. A Senate was set up to conquer Egypt. T F

2. Write the word that comes after equal in the story.

3. Find the number of members in the Senate. _____

4. Copy one paragraph heading.

   _____

   _____

5. Describe the squabble between the patricians and plebeians.

   _____

   _____

   _____

A Roman diplomat talks to the generals from a conquered tribe. "Be our allies," he says. "Enjoy these rights: Receive Rome's protection. Govern yourselves. Marry Romans. Trade with Rome."

How did all Italy become Roman?

ALL ITALY BECOMES ROMAN

Rome and Her Neighbors. Romans were proud of their government. In order to protect the way of life they had developed, they built a strong army.

At first they were kept busy defending themselves against tribes who wanted their land. Then they got the idea that if some tribe or city-state threatened to invade Roman territory, the best thing was to attack the enemy first. By doing this the Romans usually won.

Be Our Good Ally. When she took over a city-state, Rome usually said, "Unite with us. Be one of our allies. Make no treaty with any state except Rome. Send soldiers to our army when we need help.

"In return we will protect you. We will not take your land from you, or plunder. We will not station soldiers to watch you. Govern yourselves as you wish. Trade with us. Let your young people marry Romans if they wish. But if you help our enemies, we will wipe you off the face of Italy."

Rome usually kept her word. Do you think conquered people respected her for this treatment? History says the allies were grateful and stuck by Rome. When enemies arose, the allies were on Rome's side. This made it possible for Rome to control all the peninsula after a while.

Sometimes Rome founded a colony in some city-state she had conquered. That means she sent Roman citizens to live in that place. These Romans kept an eye on things. But more important, they took Roman ways of living with them.

During the 200 years after Rome conquered all Italy, her allies became bound to her in many ways.

As they traded with Romans, they learned to appreciate them. Many allies adopted the Latin language, Roman ways of living and Roman customs.

Some Famous Roads Are Built. The Romans built many fine roads so soldiers could move quickly across the empire. They built these roads so well that some are still being used.

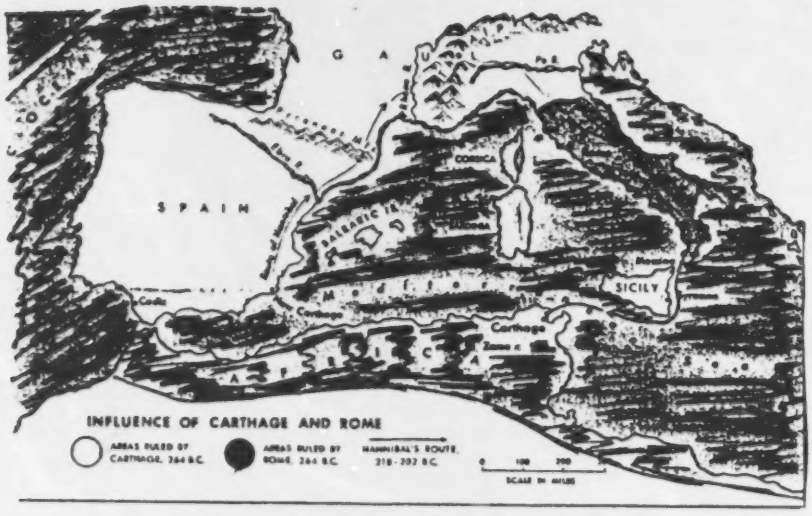
1. How did Rome get allies?

2. How was Rome finally able to conquer all of Italy?

Sample Lesson #11

Social Studies Aim: How did the Romans acquire an Empire?

Reading Aim : Selecting relevant ideas



This map shows the holdings of Rome and Carthage just before the Punic Wars broke out. It also shows the route Hannibal took when he invaded Italy by crossing the Alps.

1. Locate Carthage.
2. Why was Carthage Rome's rival?
3. Why was Rome worried about Carthage controlling all of Sicily?

Following Directions

1. Answer these true or false.

   a. The Romans developed a weak army. T F

   b. Rome never kept her word. T F

   c. Many allies adopted the Latin language. T F

2. Write the word that comes after station in the story. T F

3. Find the number of paragraphs on this page._____

4. Copy one paragraph heading._____

5. Describe the reason why Romans built roads._____

_____

_____

80

Syllabication

a. intercepted _____ _____ _____

b. wealthiest _____ _____ _____

c. Hannibal _____ _____ _____

d. outnumbered _____ _____ _____

e. Mediterranean _____ _____ _____

Context Clues

a. The messenger was intercepted in the mountain pass.

Intercepted means: flew stopped inter change

b. We saw the wealthiest man in the city by his very big house.

Wealthiest means: poorest smartest richest

c. Hannibal was a general from Carthage who almost conquered Rome.

Hannibal was a: soldier doctor Roman

d. The outnumbered army has a difficult time winning the battl.

Outnumbered means: has less men has more men

has the most men

e. The Mediterranean sea is between Italy and Carthage.

The Mediterranean is: a city mountains water

81

The Romans Acquire an Empire

WARS WITH CARTHAGE

Rome has a Rival. Roman influence spread throughout Italy. Eventually, every city-state on the peninsula looked to Rome for leadership and protection.

By 275 B.C. Italian traders were having trouble broadening their markets on the Mediterranean. Why? Across the sea on the shores of Africa lay the city of Carthage. Phoenician traders had set up a colony there about 814 B.C. Trade had built Carthage into one of the largest and wealthiest cities of ancient times. She was now three times as large as Rome and had colonies of her own.

Carthage was ruled by her businessmen. They had trading posts along the African coast, in Spain and in France. Certain islands, including most of Sicily (sis i li) were under their control. Carthaginans boasted that no man dare wash his hands in the western Mediterranean unless they were willing he should do so.

A War is Started. If you study the map you can see why Rome worried about Carthage controlling all of Sicily. With Sicily as a base, Carthage could easily cross the narrow channel that separated Sicily from Italy and attack Roman allies in southern Italy. Such an attack would open the way for Carthage to gain control over all of Italy.

Rome decided not to wait for Carthage to invade Italy. When Carthage attacked a Sicilian city in 264 B.C., Rome sent troops to put Carthage in her place. The Sicilian city was saved. However, Rome's action started the first of three costly wars between the two powers. These wars are called the Punic Wars. They extended over a period lasting 120 years.

The First Punic War. At first, it appeared that Rome had taken on more than she could handle. Carthage had a well-trained army of professional soldiers and the greatest navy in the world. Rome had a good army, but only a small navy.

Rome built one navy, lost it in battle, and then built another. This one, too, was destroyed. On land, the war did not go much better for Rome. Roman armies lost as many battles as they won.

By 242 B.C. both sides were running out of money and were nearly exhausted. Some wealthy Romans decided to allow their government to make one last attempt to win the war. From their personal fortunes, the citizens donated enough money to have a fleet of 200 ships built.

The new Roman navy intercepted a large Carthaginian fleet loaded with supplies and bound for Sicily. It completely destroyed the enemy fleet. The loss of ships and supplies so weakened Carthage that she asked for peace. In return for peace, Carthage agreed to give Rome about four million dollars and the island of Sicily. Rome now controlled the western Mediterranean.

1. What caused the first Punic War?

2. What did Carthage agree to in return for peace?

Selecting Relevant ideas

Which ideas are important? Underline them.

1. Rome's influence spread.
2. The shores of Africa.
3. Carthage had a good army.
4. Carthage wanted control over Italy.
5. A fleet of ships.

Which words are important? Underline them

however	Italy	their
Rome	would	Carthage
and	Hannibal	destroyed
275 B.C.	wars	four million dollars

Which words and meanings go together?

1. Carthage	North Africa
2. Sicily	a man
3. exhausted	full of energy
4. Rome	a city
5. Punic War	Rome and Greece

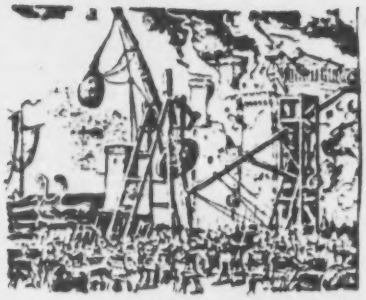
Sample Lesson #12

Social Studies Aim: How did riches change Rome?

Reading Aim: Tone of the selection

A victorious Roman general returns from conquering another land. Many of his prisoners will become slaves. Among those who watch the parade are thousands of men who have no work.

1. What type of architecture is displayed in the picture?
2. What happened to the plunder that was taken from conquered lands?



After the Third Punic War, the Romans burned Carthage and killed or enslaved its people.

The Second Punic War. For nearly 25 years, Rome and Carthage were at peace. But Carthage could not easily forget her earlier defeat. In 218 B.C. Carthage appointed a young general named Hannibal to conquer Rome.

Hannibal planned one of the most unusual attacks in history. Starting in Spain, he intended to cross the Alps and attack Italy from the north. Nearly everyone but Hannibal was sure the plan would fail.

But Hannibal's plan did not fail. On the map (p.72)you can see the route he took across the mountains. Thousands of men and animals died from cold or hunger, but he managed to bring part of his troops into northern Italy.

Hannibal stayed in Italy for over fifteen years. Even though his army was greatly outnumbered, he won battle after battle. But he was not able to capture Rome.

Finally Rome decided to get Hannibal out of Italy. She ordered an invasion of Carthage. When Hannibal heard of this, he went home to defend his beloved city. At the Battle of Zama (za ma), near Carthage, his army was defeated by the Romans.

Hannibal's defeat, in 202 B.C., marked the end of the Second Punic War. Carthage again had to pay a large amount of money to Rome. She also had to surrender Spain to Rome.

The Third Punic War. Some time later Carthage built up a great trading business along the Mediterranean and became rich again. The Romans didn't like this, so they sent another army against Carthage.

This time the Romans destroyed the city of Carthage. They killed some of the people and sold the rest as slaves. They burned the city and plowed up the ground where it had stood. Then they sowed the land with salt so that nothing could grow. In this way the Romans completely destroyed the enemy they had most feared.

1. What caused the second Punic War?
2. Why was Hannibal's attack most unusual?
3. How did Rome get Hannibal out of Italy?
4. Why did the Romans sow the city of Carthage with salt?

Selecting Relevant ideas

Which ideas are important? Underline them.

1. Hannibal wanted to conquer Rome.
2. Bring part of his troops.
3. Where it had stood.
4. Rome destroyed Carthage.

Which words are important? Underline them

Young	so	were
Alps	202 B.C.	invasion
or	destroyed Carthage	his
Battle of Zama	Spain	built

Which words and meanings go together?

1.	failed	lost
2.	northern	southern
3.	Hannibal	general
4.	202 B.C.	Second Punic War
5.	Alps	northern Italy

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HOW RICHES CHANGED THE ROMANS

Governing Her Provinces. When the first struggle with Carthage ended, Rome held Sicily. She decided not to let the poeple of Sicily become Roman citizens or allies. Instead Sicily was made a province. That meant that Sicilians must send part of all they produced to Rome, much as they had sent a share to Carthage before.

Later, when she won lands held by Carthage and Macedonia, Rome made all those countries provinces, too.

Under her former plan, the allies governed themselves. The new plan created new problems. A province must be ruled by Rome. Part of the income from the province must be used to pay government expenses and to provide roads and other services. Consequently, heavy taxes were put on the provinces.

To be sure the taxes were collected, a governor was sent to each province. The governor was always a senator. The Senate wanted to be fair to the provinces. But away from the Senate, with no one to watch them, some governors ruled more like kings. Some were cruel. A term of office was one year, so many governors did all they could to get rich in a short time. You can guess that the people in the Roman provinces became unhappy.

* * * * * * * *

Imagine yourself one of these governors ruling as you please for one year. Do you think you will be able to keep the best interests of the people before you when you return to the Senate?

1. How did riches change the Romans?
2. Who governed the allies?
3. What problems did the provinces create?

Syllabication

a. province _____ _____ _____

b. consequently _____ _____ _____

c. Tiberius _____ _____ _____

d. patricians _____ _____ _____

e. common _____ _____ _____

Context Clues

a. A province is a state.

province means: city state country

b. Consequently, the government needed money and it raised the taxes.

consequently means: because money continue

c. Tiberius was a tribune in Rome.

Tiberius was: a woman a man a tribe

d. The Patricians lent money to poor farmers.

The Patricians were: poor people farmers rich people

e. The common man is usally an ordinary person.

common means: unusual usual different

Tone of the Selection

Write serious or humorous next to each sentence.

The war ended. _____

Heavy taxes were placed on Carthage. _____

Some governors were cruel. _____

Some senators were fat and silly. _____

Write a paragraph describing how Rome ruled the Provinces.

_____

_____

_____

_____

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The Effect on the People

The wars made a few men rich, but most of the people were made poorer. When farmers came home from the wars, many found their farms run down and neglected. Some of the land was worn out from years of farming. Some farmers borrowed from the patricians, but they did not produce enough to pay their debts. The patricians took the land for the debts.

The Effect of Using Slaves. The work on the large farms and estates was done by slaves. These were the men and women taken captive in the wars. Sometimes a wealthy family had hundreds of slaves. If a slave was educated, he was set to teaching the Roman's children.

While the slaves did all the work and managed the household, the owners lived lazily and wastefully. They spent much time entertaining their friends at expensive banquets.

This slave labor made another problem for the small farmer. A farmer who had to pay workmen could not grow grain or vegetables so cheaply as a slaveowner. Therefore, slaveowners could sell their crops for lower prices.

Rome Gets All the Idle. Many farmers lost their farms or sold them. They moved into the city. Like many returning soldiers, they found no work to do. "Why", asked the rich, "should we hire men to do our work when slaves do it for nothing?"

These idle men still had the right to vote. By now there were many, many government offices. Men needing votes sometimes provided free bread or amusement for the people. This won them votes but it did not make the idle into better citizens. The idle lived in terrible buildings on the outskirts of Rome. No one knew when they might start rioting.

Can Something Be Done? There were still thoughtful, honest men in Rome who realized that mobs of idle men must be taken care of. Work must be found. These men argued that part of the public land now held by a few wealthy men for their own use, should be broken up into small farms.

Among the men who suggested these ideas were Tiberius (tiber i us) and Gaius (ga yus) Gracchus (grak us). When they were tribunes, each found himself fighting selfish senators. Before either could do anything for the idle, both were killed by angry mobs stirred up by those who opposed them.

Tone of the Selection

Write serious or humorous next to each sentence.

Some men had nothing to do but tell jokes._____

Slaves worked very hard._____

Many farmers lost their farms._____

There were too many idle people._____

Write a paragraph describing how the slave owners lived.

_____

_____

_____

_____

Democracy On the Way Out. In the early days of Rome, the Assembly and the Sentate had cooperated to build up their city. Now, in 121 B.C. you have the rich, powerful senators fighting the Assembly. The Assembly represents the common people. So you really have the Senate fighting the common people. The common people, through the Assembly, are fighting the Senate.

Enter a New Leader. Without the Gracchus brothers to fight for them the common people looked for a new leader. They found him in Julius Caesar (se zer). This man was born into a wealthy family about 100 B.C. As he became older, he chose to make politics his career. He decided that the best way to be successful in politics was to gain the support of the people.

Why the People Liked Caesar. Caesar started out to make himself a favorite of the people. After being elected overseer of public games he gave the people entertainment and games of all sorts. He also held exciting four-horse chariot races.

Caesar Becomes a Consul. Of course Caesar wanted this power for himself. He also wanted to use it for the good of the people. He knew that conditions must be made better or Rome could not continue to be a great city. So he was pleased when the people made him consul. This office gave him power much like that of our President.

As consul, Caesar got laws passed that helped the common people. He saw that he could not make all the changes he felt were needed unless he had an army to back him. When his term as consul was ended, he got himself appointed governor of the Roman territory in southern Gaul (gol) for five years.

Caesar Becomes a Military Man. Locate Gaul on the map. Up until now we have spoken of this area as France, its modern name. Caesar chose Gaul because it was almost unknown. He had a secret plan for conquering the nearby lands. If his plan succeeded, he would be popular with his people. He could then get a large army together. The Gauls had given Rome trouble for hundreds of years. The Romans would not be sorry if he conquered Gaul.

Caesar Becomes the Only Ruler. Caesar came out of Gaul with a large and loyal army. They took possession of Rome. The Senators fled to Greece.

Death of a Dictator. When they drove out the Etruscan kings, the Romans made a vow never to have another king.

These enemies of Julius Caesar stabbed him while he was in the Senate chamber in March, 44 B.C. Caesar started to protect himself. Then he saw his friend Brutus (broo tus) among those trying to kill him. He cried, " You too, Brutus?" and then he was killed.

Julius Caesar was one of the most powerful rulers in the history of the world. He brought peace and justice to a city that had begun to decay. Because of his work, Rome was able to lead in world affairs for many years to come.

1. Why was Julius Caesar popular?
2. Why was he murdered?

Tone of the Selection

Write serious or humorous next to each sentence.

People had fun at the games._____

Important laws were passed._____

Caesar became an important military leader._____

The army was loyal to Caesar._____

Write a paragraph describing how Caesar became a Consul.

_____

_____

_____

_____

SAMPLE LESSON #13

Social Studies Aim: How did the Franks and Mohammedans Influence Early Civilization?

Reading Aim: To scan for information

This map shows the routes barbarians took as they moved from their homelands to other parts of Europe. You will find this map helpful when reading about such people in the chapters ahead.

1. Who were the Franks? Where did they settle?
2. Where did the Angles, Saxons and Jutes settle?

Syllabication

a. Germanic _____ _____ _____

b. barbaric _____ _____ _____

c. Mohammed _____ _____ _____

d. caravan _____ _____ _____

e. paradise _____ _____ _____

Context Clues

a. Germanic peoples were brave warriors.

Germanic refers to: tribes of people medals wars

b. Barbaric tribes were cruel.

Barbaric means: nice kind mean

c. Mohammed started a new religion in Asia Minor and Africa.

Mohammed lived in: Europe America Asia Minor

d. A caravan of camels carried many kinds of goods.

A caravan is: one camel many camels one rider

e. Paradise is supposed to be a beautiful place.

Paradise is: bad parades nice

The Franks and Mohammedans

THE FRANKS FOUND A NATION

Barbarians Conquer Gaul. In the fifth century about the time the Goths were invading Italy, Germanic peoples crossed Gaul. Some conquered parts of Gaul and settled in this land.

Among the settlers were Goths, Burgundians (bur gun di anz), and Franks.

Of all the barbaric tribes the Franks were one of the strongest. Their men were brave warriors, tall and strong. When they were killed in battle, they were buried fully armed. They wanted to be prepared for battle at any time. Some of their armor has been found in ancient cemeteries in the northern part of France.

The Franks Found a Kingdom. One of the early rulers of the Franks was named Clovis (klovis). It is thought Clovis was about ten years old when Rome was sacked by the barbarians in 476. Five years later Clovis became a king of the Franks.

At that time, there were several Frankish kings. Each one was little more than chief of his tribe. But Clovis wanted to form a united kingdom. When he was twenty, he fought and defeated the Roman governor in that part of Gaul. Then, Clovis conquered one Germanic tribe after another until he was master of all Gaul.

Clovis was a strong ruler. Under his rule the Franks became a united people. They learned from the Gauls, and from the Romans in Gaul, to live in a more orderly way. After a time their language was much like that of the Romans in some ways. Their land became the country we call France. The French language contains many words used by Gauls, Romans, and Germans.

Christianity and the Franks. Like most German barbarians, Clovis believed in the old German gods. His wife was a Christian, but Clovis refused to accept his wife's religion. There came a day when Clovis was losing an important battle near the Rhine. It is said that he prayed for help and promised to become a Christian if he won the battle.

Shortly after this the king of the tribe Clovis had been fighting was killed in battle. His troops gave up and surrendered to Clovis. Clovis returned to his kingdom and was baptized by the bishop at Reims (remz).

His sister and 3,000 Frankish soldiers followed his example. After this other Franks also became Christians.

1. Who was Clovis?
2. How did Clovis become master of all Gaul?
3. What country did the land of the Franks become?
4. When did the Franks form a tie with Christianity?

Scan for Information

In what paragraph are these facts? Circle the correct number.

Clovis was ten when Rome was sacked.

1 2 3 4 5 6 7 8

Clovis believed in old German Gods.

1 2 3 4 5 6 7 8

Of all the tribes, the Franks were one of the strongest.

1 2 3 4 5 6 7 8

Their language was much like the Romans.

1 2 3 4 5 6 7 8

3,000 Frankish soldiers followed his example.

1 2 3 4 5 6 7 8

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Mecca, the Holy City of the Islam religion, was regarded as a holy place by Arabs long before Mohammed was born. Here you see Arab travelers milling about the Kaaba, their sacred temple.

EUROPE IS INVADED AGAIN

Out of Asia. While the Christian religion was being preached to the various tribes in Europe, a new religion was spreading throughout parts of Asia Minor and Africa. This new religion was based on the teachings of Mohammed (mo ham ed), a man from Arabia (a ra bi a).

Before the days of Mohammed, the Arabs had no central government. Neither did they have a single religion. The people were scattered throughout the desert country. Each tribe had its own religion.

A Famous Black Stone. Among the few towns in Arabia was Mecca (mek a), the birthplace of Mohammed. Mecca was a trading center near the Red Sea. Caravans carrying goods between the West and Far East usually paused here.

Many Arabs thought of Mecca as a holy place. In the city was a cube-shaped temple called the Kaaba (ka ba). It contained a small black stone, a meteorite which had fallen from the sky. Around the Kaaba were 360 idols, one for each day of the year in the ancient Arabian calendar. These idols were worshipped by many Arabs.

1. What city did many Arabs think of, as a holy place?

2. What is the Kaaba?

Scan for Information

In what paragraph are the facts? Circle the correct number.

It contained a small black stone.

1 2 3 4

This new religion was based on the teachings of Mohammed.

1 2 3 4

Mecca was a holy place.

1 2 3 4

The people were scattered.

1 2 3 4

These idols were worshipped by many Arabs.

1 2 3 4

Early Life of Mohammed. Mohammed was born in Mecca about 570, some 1,400 years ago. Little is known of his childhood except that he was poor. After his parents died, he lived with his grandfather and then with an uncle.

Mohammed became a camel driver. He went with caravans on long trips through Arabia and other countries. On these trips he learned of the many gods and idols of different peoples. He thought about the things he saw and heard.

Mohammed married a wealthy widow and became a merchant. He had charge of his wife's camel caravans as they carried goods from place to place. During his journeys Mohammed talked with Jews and Christians. He heard about the worship of one God.

His Beliefs Are Shaped. Mohammed came to feel that the worship of one God was better than the Arabian belief in idols. He became convinced that there must be one true God.

Mohammed was about forty years old when he said he had seen a vision while alone at prayer. According to his story an angel appeared and told him to preach one God throughout the world. Mohammed's name for God was Allah (al a).

Mohammed is Persecuted. Mohammed did not find many people who would accept his new beliefs about religion. Most of the people in Mecca laughed at him, much as others had laughed at Jesus.

Many Meccans made their living taking care of the people who came to Mecca to worship at the Kaaba. They realized that if Mohammed's teaching caught on and people stopped coming to the Kaaba, they would have to find new jobs. They persecuted Mohammed and his little group of followers.

Mohammed Leave Mecca. When Mohammed was fifty years old, his wife and uncle died. In the year 622 the people of Mecca forced Mohammed to flee to Medina (ma de na) a near by town. This event turned out to be a step forward for Mohammed.

Medina people were more friendly toward Mohammed and his religious thinking than Meccans had been. The new religion spread and he was made king of Medina. Shortly thereafter he returned to Mecca and captured the city of his birth. He removed many of the pagan idols from the Kaaba, but left the small black stone. To this day the Kaaba is visited by many Mohammedans each year. Mohammed urged every faithful follower to make at least one visit to Mecca during his lifetime.

The flight to Medina was a turning point in Mohammed's ministry. To honor the even the Arabs reckon time from that date, just as Christians reckon on time as before and after the birth of Jesus.

1. Where was Mohammed born?
2. Why was he persecuted?
3. Where did he flee?
4. How do Arabs reckon time?

Scan for Information

In what paragraphs are these facts? Circle the correct number.

Mohammed talked with Christans and Jews.

1 2 3 4 5 6 7 8 9 10

He removed many of the Pagan idols from the Kaaba.

1 2 3 4 5 6 7 8 9 10

The flight to Medina was a turning point in Mohammed's ministry.

1 2 3 4 5 6 7 8 9 10

Mohammed was born in Mecca about 570.

1 2 3 4 5 6 7 8 9 10

Mohammed married a wealthy widow.

1 2 3 4 5 6 7 8 9 10

1. Why did Moslems set out to conquer the world?
2. What conquests did they make?

The Franks, led by Charles, Mayor of the Palace of Cologne, defeated the Moslems at the Battle of Tours and stopped the spread of Mohammedanism into Europe. The victory made Charles famous.

Mohammed's Teachings. Mohammed named his religion Islam (is lam), but many Europeans call it Mohammedanism. Those who believe the teachings of Mohammed are called Moslems or Muslims. Mohammed's teachings are written down in a book called the Koran (ko ran). The Koran is to Moslems what the Bible is to Christians. Moslems memorize long passages from the Koran.

Mohammed taught the Moslems that it was their duty to go out and make other people accept Islam. Any man who died battling for his faith would go to paradise, he said.

Islam Spreads. Because of these beliefs Moslems had little learning or culture, but they did have good minds.

Gradually the Moslems took over much of western Asia. Then, fighting as they went, they conquered Egypt and the rest of northern Africa. From Africa, they crossed into Spain. Within a few years they had overcome the people living there and had spread the Islamic religion north as far as the Pyrenees (pir e nes) Mountains. For a while it seemed that they would overrun all Europe. Then, in the Christian Franks, beyond the Pyrenees, they found a powerful enemy.

An Important Battle. In the year 732, near the city of Tours (Toor), the Moslems were defeated by the Franks. This battle is often considered one of the important battles of the world. It changed the course of history. It stopped the Moslems from taking their faith into northern Europe. Europe remained free to accept Christianity. The Franks were left free to build up a great kingdom.

The Franks were led to victory at Tours by Charles, Mayor of the Palace at Colonge (ko lon). His defeat of the Moslems made him famous. Because of his bravery and boldness in fighting the enemy, he was called Charles Martel (mar tel), or Charles the Hammer.

After their defeat at Tours, the Mohammedans were forced to fall back into Spain. But they had carried their religion more than halfway around the Mediterranean Sea. To be sure, they had failed to take Constantinople, but they had conquered other famous cities such as Antioch (an ti ok), Jerusalem (je roo sa lem) and Alexandria.

1. What did Mohammed name his religion?
2. In what battle were the Moselms defeated?
3. Who led the Franks to victory?
4. Why is this battle often considered one of the important battles of the world?

Scan for Information

In what paragraph are these facts?

Circle the correct answer.

Gradually the moslems took over much of western Asia.

1 2 3 4 5 6 7

The Franks were led to victory at Tours by Charles.

1 2 3 4 5 6 7

Mohammed named his new religion Islam.

1 2 3 4 5 6 7

An important battle took place in 732.

1 2 3 4 5 6 7

The Koran is the Moslem bible.

1 2 3 4 5 6 7

SAMPLE LESSON #14

Social Studies Aim: Who were the early settlers of England?

Reading Aim: Skimming for ideas

1. What were the Romans doing in England?
2. Why did they build a wall across England?

Syllabication

a. punishment _____ _____ _____

b. Denmark _____ _____ _____

c. plundering _____ _____ _____

d. poverty _____ _____ _____

e. happenings _____ _____ _____

Context Clues

a. The punishments for crimes are strong.

punishments are: presents surprises bad treatments

b. Denmark is a small country.

Denmark is: a city a nation a country

c. The robbers were plundering the city.

plundering means: robbing planting palaces

d. We saw poverty as we looked at the hungry children.

poverty means: eating poor rich

e. Many important happenings are described in social studies books.

happenings mean: evening happiness events

THE STORY OF EARLY ENGLAND

THE EARLY PEOPLE OF BRITAIN

Ideas from England: The history of England is highly important to us. As you know, our country began when the English founded colonies in North America. From England came our language. From England came also many of our customs and ideas, as well as a large number of our laws. In fact, our ideas about freedom under the law came from the Englishmen who started the colonies that became our country. As you read the story of early England, you may discover the origin of some of our most cherished ideas.

Prehistoric Britain. It appears that long before men began to write history, there was a plain where today the waters of the English Channel flow. Across this plain came Old Stone Age men from Europe. They settled in the woods of Britain, making their homes in caves.

The time came when when flowing water made Britain an island.

The Celts Invade Britain. At some unknown time, perhaps as early as 1000 B.C., a new group of people came across the English Channel in small boats. They seem to have kept coming for several hundred years. These people, called Celts (selts), were spread over Britain when the first English history was written.

Julius Caesar had met the Celts in Gaul. When he got to Britain he wrote an account of how the Celts in Britain lived. Caesar said their chief foods were flesh and milk. They clothed themselves with skins. Like many American Indians, the Celts painted their bodies with a blue stain they got from a plant called woad.

The Celtic Religion. Caesar also told about the religion of the Celts. They believed their land to be filled with such unreal people as fairies, dwarfs and elves. They worshipped the forces of nature as did many early peoples.

In Britian, the Druids (droo idz) had charge of all religious services. They spent much time in studying the heavens. They claimed they could foretell the future by watching the stars. They looked upon the oak tree and the mistletoe as sacred. They judged disputes and fixed punishments.

Later the Druids received ideas about Greek learning and became teachers. They became even more powerful than the chiefs of their tribes. The Romans feared the Druids were getting to strong, so they destroyed them. Circles of great stone blocks still remain at a place called Stonehenge (ston henj). This may have been a Celtic place of worship.

1. Why is the history of England important to us?
2. How did the Celts in Britain live?
3. In what did the Celts believe?
4. Who were the Druids, and why did the Romans destroy them?

Skimming for Ideas

Which ideas are expressed in column one?

1. English history is important to us.
2. The English came from Spain.
3. An important group of people were the Celts.
4. Our language came from England.
5. The English Channel is in America.

Which ideas in column two make sense?

The Celts believed in fairies.

The Celts studied the heavens.

The Celts punished criminals.

The Celts painted their bodies.

The Celts drank milk.

Britain as a Roman Province. Caesar was in Britian in 54 B.C. About ninety years later, a Roman emperor came to make Britain a Roman province. Although he had 40,000 men, the emperor did not fully conquer Britain. There were savage tribes in the north who went into the mountains where the Romans could not reach them. The Romans never went to Ireland.

To keep out these wild Celts, the Romans built a great wall across Britain from the Solway Firth (sol wa furth) to the North Sea. Beside the wall was a deep ditch. Forts were built along the wall, and Roman soldiers were stationed in them. Another wall was built from the Firth of Clyde to the Firth of Forth.

South of the walls, the Romans ruled for about 350 years. Many ruins from Roman times remain to this day.

The Troops Go Home. There came the time in 410 A.D. that the Goths attacked Rome. After that the remaining Roman troops in Britain were called home to protect Rome. The wild tribes the Romans had never overcome now came out of the hill country, plundering the land. The Roman troops were gone and the people could not defend themselves.

THE ANGLO-SAXONS

Now Teutonic Invaders Come! About the time the Romans stopped sending new soldiers to Britain, some dangerous outside enemies came down upon the Britons. In long black ships, Germanic tribesman came out of what is now Denmark and northern Germany. Among them were Saxon tribesmen. They raided towns on the coast and hurried home with their plunder.

After the Roman troops had gone home, the Saxons began to move into Britain. With the Saxons came other Teutonic tribes, the Angles (ang g lz) and the Jutes (joots). In battle after battle, the Britons tried to drive out the Teutons.

The Britons are Conquered. The Teuton invaders pushed the Britons westward into the highlands and they settled in Eastern Britain. This part of Britain became known as Angleland or England.

By 600 A.D. little of Celtic and Roman civilization remained. The Celts had been driven back into the western hill country of Britain. The people in England spoke a language called Anglo-Saxon. It is from the Anglo-Saxons that many of the manners and customs of the English-speaking people of today come.

Britain Is United. Several small kingdoms were set up each with its own ruler. There were often warfare among them until they were all brought together under Egbert (eg bert), king of the West Saxons.

1. Why did the Romans leave Britain to go home?
2. What dangerous enemies invaded Britain?
3. Where did the Teuton invaders settle?
4. What was this part of Britain called?

Skimming for Ideas

Which ideas are expressed in column one?

The Romans built a wall.

Julius Caesar conquered China.

The Roman ruins can be seen today.

The English defeated the Romans many times.

The Goths attacked England.

Which ideas make sense in column two?

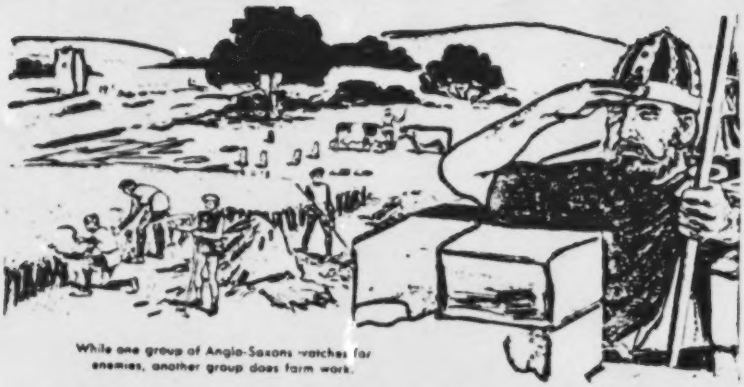
The Germans walked across the water.

The Saxons came to England to look for Saxons.

The Teutons drove back the Celts.

A Saxon united all of England.

The Danes came from Egypt.



While one group of Anglo-Saxons watches for enemies, another group does farm work.

The Vikings Invade England. Just when it seemed that England was united, becoming Christian and building a new civilization, who should appear but the Vikings! These pagan warriors would sail into English rivers or bays, rob and burn a town or monastery, and return to a hiding place.

All of eastern England north of the Thames (temz) River came under the Vikings, or Danes, as the English called them. The invaders might have driven Christianity from England had it not been for Alfred the Great, king of Wessex (wes eks).

England Is Divided. Alfred was twenty-two years old when he became king. He had visited Rome, loved Christianity, and was trained for his work.

The Vikings were trying to take Wessex. After many clashes with the invaders, Alfred made the Viking agree to a line separating Wessex and and Danish lands. This line divided most of England into two parts. One part was to be governed by Saxon laws. The other section became known as Danelaw. In that part all matters were settled by Danish law.

Alfred Protects His Kingdom. At one time or another the Danes had reached most parts of England. They left ruin, poverty, and disorder in Wessex. To Alfred fell the task of clearing the wreckage from his country? To him, also, fell the problem of protecting his lands.

Many stories are told to show that Alfred was a wise ruler. He saw that his country needed an army always ready to fight. He divided the men of England into two groups. One group did the farming while the other stood armed, ready for battle. Part of this group was stationed in forts built at important points. Alfred improved the navy by building boats that would carry more men than the Danish Boats. There were clashes with the Danes from time to time, but Wessex men usually won.

Another way Alfred protected his people was to give them written laws.

Alfred's Interest in Learning. Alfred ordered that a record should be kept of the most important happenings in the kingdom. This record was called the "Anglo-Saxon Chronicle". It was kept up by later rulers. Today it helps us to learn what took place in Alfred's reign and in the next 200 years.

England Comes under One King. Alfred the Great died in the year 900. His son and grandsons gave themselves to making England one united nation. Little by little they brought the people of Danelaw under Anglo-Saxon law.

By the time Alfred had been gone fifty years, all England was ruled as one kingdom.

1. Who were the Vikings?
2. Why did Alfred divide the men of England into two groups?
3. What was the Anglo-Saxon Chronicle?

Skimming for Ideas

Which ideas are expressed in column one?

The Vikings burned towns.

Alfred the Great was a Persian.

The Danes could not capture any part of England.

Alfred was fifty-two when he became king.

Alfred and the Vikings came to an agreement.

Which ideas make sense in column two?

Alfred was a wise ruler.

Alfred gave England written laws.

Alfred built ports for protection.

Soldiers of the Danes ruined the land.

Alfred built a strong navy.

SAMPLE LESSON 15

Social Studies Aim : What were the causes of the Hundred Years' War?

Reading Aim : Finding the main idea

The Hundred Years' War Begins in France

1. What caused the Hundred Years' War?
2. Who was Joan of Arc?

Syllabication:

a. Charlemagne _____ _____ _____

b. Feudalism _____ _____ _____

c. advantages _____ _____ _____

d. advisors _____ _____ _____

e. armor _____ _____ _____

---

a. Charlemagne was a King of France who made a great empire.
   Charlemagne was: a wine a ruler a chariot

b. The Serfs worked for the nobles in feudalism.
   Feudalism was: a man furniture a way of life

c. One country had many advantages over another.
   advantages means: better things adding advertise

d. The King's advisors told him to stop the war.
   advisors give: presents advice money

e. The soldiers wore armor to protect themselves.
   armor is something: you smell you eat you wear

THE EARLY DAYS OF FRANCE

Early Peoples of France. If we go back into prehistoric times, we see the Celts coming from the southeast and mixing with the Stone Age men already in this part of Europe. Then along come Phoenician settlers. They call the country Gaul.

Later, in 58 B.C., Julius Caesar comes to Gaul and conquers all of it. The Romans soon bring their civilization. Gaul gets its share of Roman houses, aqueducts, and roads. This step forward is halted by the Germanic tribes when they overrun the Roman Empire. Among the tribes settling here are the Franks. Frankish kings take over so much of the land that it becomes known as Frankland. It is from these people that the country finally gets the name France.

Early Kings of France. The great Frankish king, Charlemange, keeps adding to his empire. By the year 800 it includes all of France and parts of what later will become Germany, Italy, and Spain. By this time the French are a mixture of several peoples. They speak a language made up of Celtic, Latin, and Germanic words.

When Charlemagne dies, his empire passes to his son, Louis. Louis is too weak to rule so great a land. It is divided among his three sons. Charles the Bald takes as his kingdom the part called France. Louis the German takes the eastern part. It will later become known as Germany. The third son, Lothaire (lo thar), receives Italy, and the land between his brothers kingdoms. In this chapter you will read about France, the kingdom of Charl the Bald.

The French Nobles Gain Power. You are nowhurrying on through the years. With enemies on three sides of France, the king cannot keep order. For that reason many people ask strong nobles to protect them. In this way feudalism comes to France.

The Power of the Nobles Grows. As it grows, some lords are unwilling to support the king. They will not provide soldiers for him, pay their taxes or help him when he needs them. The king becomes little more than a feudal lord himself. He rules his own feudal estate, a region around Paris.

It is the Year 1066. While the French lords are pushing the king into the background, the Normans decide to invade England. Led by William, Duke of Normandy, they cross the English Channel and win the Battle of Hastings. The most powerful lord in France becomes king of England.

1. Who were the earliest people to live in France?
2. What did the Phoenicians call the country?
3. What great Frankish King built an empire?
4. Why did feudalism come to France?

Finding the Main Idea

1. Another title for this page is:
   a. Charlemagne's son
   b. Protection for the Nobles
   c. Charlemagne, The Great King
   d. Visiting France and England

2. Which best summarizes the page?
   a. Julius Caesar lived in 58 B.C.
   b. Changes were made in France.
   c. France was a big country.
   d. The weather is nice in France.

3. List four facts for this main idea.
   How the Lords will not support the King
   _____
   _____
   _____
   _____

4. Write a main idea for these three sentences.
   a. Charlemagne conquered France.
   b. Charlemagne conquered parts of Germany.
   c. Charlemagne conquered parts of Italy.

A New King. Time passes. It is the year 1180. A fifteen-year-old boy, Philip Agustus, becomes king of France. All the great nobles should come and swear their loyalty, but some are to unfriendly.

Watch Philip as he plans how he can become a strong king. He is like a general planning for a battle.

Philip's Plan. He looks around at his people. There are three classes. Churchmen make up the first class, or First Estate, The nobles make up a second class, called the Second Estate. The plain people in the towns make up the Third Estate.

Philip begins by giving favors to the First and Third Estates. The churchmen hope that stronger kings will put and end to wars between the lords. Their support of the young king will make the other lords sit up and take notice. Churchmen over the kingdom will tell their people that it is their duty to obey the king. They will have a good effect, too.

Help from the Towns. Now Philip turns to the people who live in the towns. "You cannot carry on your trade with much success when one war follows another," he says. "If you will help me build a strong central government, we can end this warfare. We can stop certain lords from making unfair charges when you cross their lands. If I protect your trade, our craftsmen will have more work and make a better income."

So Philip helped the merchants in the towns by giving them advantages in matters of trade. Sometimes he even granted them monopolies. Because of these advantages, the merchants grew stronger. As they did, the towns began to prosper.

The King's Power Grows. You can soon see the effect of Philip's plan. The people of the church and towns really help the king. The churchmen send soldiers who will obey Philip. The townsmen help by being advisors and judges. Some become the king's officers and help him run the government.

With soldiers to enforce the laws and keep order, Philip's power grows rapidly. He protects the ports from pirates. He lets the towns have charters which give them certain rights. After a while he is able to make the nobles pay taxes to France.

The French people do not like to see the king of England rule Normandy. King Philip is soon able to make Normandy and other fiefs become part of France. Finally, about two thirds of the country comes under his rule. The country becomes stronger. The power of the nobles becomes weaker. France is on its way to becoming a nation.

1. What were the three classes of people in France?
2. Why did the church support the king?
3. How did Philip help the merchants?
4. What was the effect of Philip's plan?

Finding the Main Idea

1. Another title for this page is:

   a. The nobles obey the laws.

   b. Ships enter the ports.

   c. The French people farm the land.

   d. Philips power grows.

---

2. Which best summarizes the page?

   a. Philip is a smart King.

   b. Philip is stupid.

   c. Philip is a tyrant.

   d. Philip is a barbarian.

---

3. List four facts for this main idea.

   The King's Power Grows

   _____

   _____

   _____

   _____

---

4. Write a main idea for these three sentences.

   a. The Churchmen make up the first class.

   b. The nobles make up the second class.

   c. The plain people make up the third estate.

THE HUNDRED YEARS' WAR

There came a time in 1337 when the English king said he had a better right to rule France than the new French king had. He decided to enter France and make himself King of France.

This was the beginning of a fight that lasted over a hundred years.

Surrender or Fight? By 1429 it looked as though the French might have to give in to the English. The English held most of the northern part of France, including the capital, Paris.

The English were camped around the city of Orleans (or la an). How long could the city hold out? The citizens were calling for someone to drive out the enemy. The king's army was doing nothing, and the king himself was hiding from the English.

Joan of Arc. One day a young farm girl appeared at the king's court. She said she had a dream in which a voice told her to help Charles, the uncrowned king. She told him her story. At first he didn't do anything about her offer to lead the French troops to victory. After all, who ever heard of a young woman leading an army in battle?

In the days following, Joan was asked many questions while an army was being gathered. Finally, Charles gave Joan armor, a horse, and a special banner. She rode to Orleans with the French army, carrying her banner. It is said she inspired the men to charge again and again on the English. The French drove back the enemy. Orleans was saved. After that Joan was known as the Maid of Orleans.

Burned at the Stake! Joan stood by a few days later while Charles was crowned Charles VII of France. Joan asked to return home, but the king told her to stay with the army.

The French people seemed to gain new courage from seeing Joan ride with the army. Now that the French army was winning some victories again, more nobles seemed willing to help the king.

But some of the officers, such as the Duke of Burgundy, became jealous of Joan. During a battle, Joan fell into his hands. He sold her to the English. Joan waited for King Charles to send an army to save her, but no army came.

The English remembered their defeat at Orleans. Joan was accused of being a witch. She was tried and sentenced to death. Before thousands of people, the brave girl was tied to a stake in the market place of Rouen (rooän'). So bravely did she face the leaping flames that even the English soldiers were moved. It is said that as he walked away, one Englishman said, "We are lost. We have burned a saint."

Exit the English! The courage and spirit of Joan of Arc gave new life and hope to the French soldiers. The war lasted only a short time after Joan was killed. English victories became fewer, until the English were driven out. Their king no longer ruled any part of France. Never again did a king of England try to become king of France.

Today the name Joan of Arc is honored everywhere. Her faith, her courage, her service to France, and her sad death have inspired writers, painters and sculptors.

1. Why did the English king enter France?
2. Who saved Orleans for France?
3. Why did the Duke of Burgundy sell Joan to the English?
4. What gave new life and hope to the French soldiers?

Finding the Main Idea

1. Another title for this page is:

   a. A Short War

   b. A Long War

   c. A Nice War

   d. A War Between Many Countries

---

2. Which best summarizes the page?

   a. Joan was a brave girl.

   b. Joan was a coward.

   c. Joan refused to fight.

   d. Joan was English.

---

3. List four facts for the main idea.
   Burned at the Stake

   _____

   _____

   _____

   _____

---

4. Write a main idea for these three sentences.

   a. English were thrown out.

   b. The English lost battles.

   c. The English left France.

SAMPLE LESSON #16

Social Studies Aim: What events led to the Crusades?

Reading Aim : Syllabication

THE POPE'S CALL TO ARMS

The Pope's call to arms in 1095 stirred Christians of Europe to undertake the Crusades.

The word shrine comes from an old English word meaning a chest or box. In the Middle Ages the word was often used for a place in which someone had been buried, such as a church. To a Christian, the most holy shrine was probably the tomb in Jerusalem in which Jesus' body lay for three days after His death.

For hundreds of years, Christians made visits to this shrine and to other places in Palestine where Jesue had lived or taught. People who visited such places were called pilgrims. Their visit was called a pilgrimage. Sometimes an army went to war to defend a shrine or take it from an enemy. This kind of journey was called a crusade. The word crusade is from a Latin word meaning cross.

1. Why did the Pope call the Christians of Europe to arms?

2. What is a crusade?

Syllabication

a. pilgrimage

b. Jerusalem

c. crusade

d. disease

e. Saladin

Context Clues

a. The religious people took a pilgrimage to their holy city.
Pilgrimage means: monument journey practice

b. Jerusalem is a holy city.
Jerusalem is: important to some people city in America a country

c. The Europeans went on a crusade to capture important places.
a crusade is like a: boat cruise big company important campaign

d. Many people can die from a terrible disease.
a disease is: healthy harmful good for you

e. Saladin was a great Moslem leader.
Saladin was: Mohammedan Englishman Frenchman

WARS ON RELIGION

Conditions in Europe. The period before 1095 was an unhappy time in western Europe. There was much sickness and hunger. Enemies from outside plundered the Christian countries. Feudal lords fought each other and sometimes their kings. Men believed that the end of the world was near. They believed that God was angry with them and was punishing them in many ways.

Many people turned to the church and religion for help. They wanted to live better and richer lives. It was almost as though a wave of religious feeling swept across Europe. This added to the number of people who set out on the long journey to Palestine to visit the Christian shrines.

Where Were the Moslems? Were the Christian pilgrims welcome in Palestine, or the Holy Land?

The first Moslems were Arabs. Their religion contained many teachings of the Hebrews and of Jesus, whom they believed to be a holy man. The Arab Moslems understood why Christians liked to make pilgrimages to Palestine. Didn't they make pilgrimages to Mecca whenever they could? Because of this they were usually kind to Christian pilgrims.

The Turkish Invasion. The picture changed when some wild bands of Turkish horsemen invaded western Asia. They adopted Islam as their religion. But that did not keep them from conquering the Moslem lands in their path. In 1071 these barbarians took the Holy Land and Jerusalem. They also made war on the Eastern Empire.

The Turks killed many Christians. Others were sold as slaves. They charged pilgrims very high fees to visit Christian shrines. They took land from the Eastern Empire. The emperor at Constantinople saw he needed more troops. He asked the Pope if he could gather some Christian knights.

The call for help was no great surprise. Some European knights had already talked about going to Jerusalem to drive out the Turks, Pilgrims who escaped had told stories of being treated badly by the Turks. The idea that the sacred places of the Holy land might be destroyed by Moslems stirred up the Christian people in Europe. The thought that the Turks might take Constantinople and attack Europe stirred up the Pope. If that happened, the church in Europe would have to fight for its very life.

1. Why did many people in Europe turn to the Church and religion for help?

2. Why did Arab Moslems understand why Christians liked to make pilgrimages?

3. Why did the emperor at Constantinople ask the Pope for help?

Which is the correct syllabication?

Punishing:
a. punish ing
b. pun ishing
c. pun ish ing

Constantinople:
a. Con stan inople
b. Con stan tin ople
c. Con stan tinople

Religion:
a. re li gion
b. relig ion
c. re lig ion

How many syllables are there in each word below?

Europe_____ Conquering_____

Pilgrimage_____ Emperor_____

Knights_____ Jerusalem_____

THE STORY OF THE CRUSADERS

The Call to Arms. Blow bugles, blow! Rouse the Christians! Bishops, nobles, knights, soldiers, merchants, come to a meeting at Clermont (kler mont) in France. The Pope will meet you there and and tell you what he has in mind.

It is November of 1095. The broad plain around Clermont is dotted with tents. We join the hundreds of men who have come to hear the Pope. He tells us that the Turks have taken over the holy places where the Master lived and taught. He tells us how cruel the Turks are to Christians. He urges all true Christians to win back the Holy Land and to help the Christians of the Eastern Empire.

Hear the ringing challenge: "Christian warriors, on whom is the labor of avenging these wrongs and recovering this territory, if not upon you? Take ye the road to Jerusalem for the remission of your sins!"

The persuasive voice goes on, promising many things to those who become Crusaders. It promises forgiveness of sins and help on debts. Anyone in prison who will join the crusade will be set free.

Everyone is moved by the Pope's message. "It is the will of God!" rings out. Others take up the cry. "It is the will of God!"

When he sees that we accept the challenge, the Pope tells us to let this be our war cry: "It is the will of God!" He says anyone who vows to go on this holy Crusade shall wear the sign of the cross on his forehead or on his breast. After the vow is fulfilled and the pilgrim wishes to return home, let him place the cross on his back.

Churchmen, nobles, knights, and merchants come forward to receive a cloth cross. They cry, "The cross! The cross! Give us the cross!"

A Tragic Mistake. It is May, 1096. Thousands of common people are too eager to be on their way to Palestine. Instead of waiting for the armed knights; five companies of them have started for Constantinople. Most of them are simple, religious folks. Some are hoodlums and criminals. They do not have enough food for the journey, nor money to buy it. Some are women and children.

The People's Crusade Fails. It is December of 1096. We've learned the sad news that the people's Crusade failed. They had not gone far when the Turks attacked. We were told we will see their bones when we pass that way in Spring.

The Knights' Crusade. Now, we who are knights start out.

Jerusalem Is Taken. There were more than 150,000 of us when we left Constantinople in May, 1097. Now we are happily on our way to Jerusalem. It is June, 1099. The country is green and fertile.

The last hill is climbed. There in the sunlight lies the Holy City! We soon begin using every weapon we have.

Crying, "It is the will of God!" The Crusaders kill the Turks by the hundreds. We splash in blood as we ride. At nightfall we reach the church built over the tomb in which Jesus once lay. We lift our bloodstained hands in prayer. The first Crusades have ended!

1. Where did the Pope meet with the people?
2. What did the Pope promise Crusaders?
3. What was the battle cry?
4. What was the tragic mistake?

Which is the correct syllabication?

Crusaders:	a.	cru sa ders
	b.	crusad ers
	c.	crus aders
forgiveness:	a.	for giveness
	b.	for give ness
	c.	forgive ness
promises:	a.	prom is es
	b.	promis es
	c.	prom ises

How many syllables are there in each word below?

companies_____ recovering_____

weapon_____ debts_____

persuasive_____ blood_____

The eyes of the Crusaders filled with wonder at the rare goods they saw in eastern markets.

Fall of Jerusalem. The Christians ruled Jerusalem for about a hundred years There was much quarreling among the nobles over who should rule. While the nobles fought among themselves for power, a great leader united all the Mohammedans under his rule.

This leader's name was Saladin (sal a din). Saladin was a Turk, noted for his honor.

Saladin lived in peace with the Christians until some foolish Christians broke the truce. One noble turned bandit. He raided a caravan near his castle and took Saladin's sister prisoner.

At once Saladin attacked the Christians. He gook Jerusalem, but he was a generous conqueror. He allowed most of the Christians to go free after they paid ransoms.

More Crusaders. For another hundred years kings and nobles led Crusaders to Palestine. They were never able to take Jerusalem again.

One of the saddest Crusades was called the Children's Crusade. If you read about it in a book of fiction you would laugh at the story as absurd. There is an old saying that history is stranger than fiction. The Children's Crusade would seem to prove it.

In 1212 a French shepherd lad got the idea that the children of Europe could do what adults had failed to do. Thousands of children gathered about him and marched southward. They believed that God would help them make the long march and show them how to conquer the Holy Land. Another large group from Germany also moved south about the same time.

This Crusade failed before it passed Constantinople. Some children returned home. Many died of hunger. Many were kidnaped and sold as slaves.

The Crusaders Weakened Feudalism. Bands of Crusaders were on their way to, or living in, the Holy Land for 200 years. The Crusades failed. Palestine remained in the hands of Moslems. But the Crusades helped to speed progress in Europe.

They helped to bring an end to feudalism. Hundreds of thousand of nobles and fighting men went to the Holy Land. Many thousands died of disease and hunger. Many were killed by the Turks. Many stayed in Palestine or neighboring lands. With so many fighting men out of the way, there was more peace in Europe. The Kings were able to build up their power.

1. How long did the Christians rule Jerusalem?

2. Who was Saladin?

3. Why did Saladin attack the Christians?

4. What happened to the Children's Crusades?

Which is the correct syllabication?

Mohammedans:
a. Mo hammed ans
b. Mohammed ans
c. Mo ham med ans

Saladin:
a. Sal a din
b. Salad in
c. Sa ladin

Palestine:
a. Pal es tine
b. Pales tine
c. Pal estine

How many syllables are there in each word below?

crusaders_____ hundreds_____

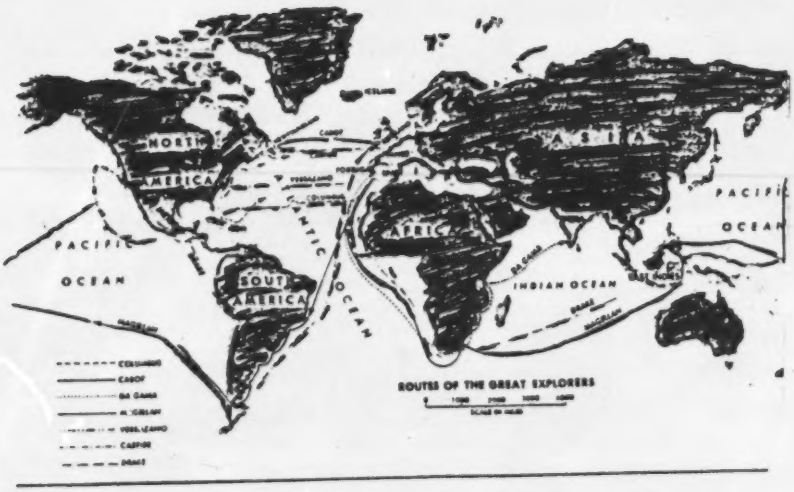
children_____ neighboring_____

Palestine_____ Caravan_____

SAMPLE LESSON #17

Social Studies Aim: Why did men seek a new route to the East?

Reading Aim: Context clues



Here are the routes followed by some of the brave men who explored the world in the late Middle Ages. You can see that they went far toward conquering their fear of the unknown Sea of Darkness.

1. Why did sailors seek new routes?
2. Of what were sailors in the Middle Ages afraid?

Syllabication

a. Renaissance _____ _____ _____

b. Genoa _____ _____ _____

c. Ferdinand _____ _____ _____

d. Portuguese _____ _____ _____

e. Columbus _____ _____ _____

Context Clues

a. The Renaissance was an era of much painting and sculpture.

The Renaissance was: a period of wars

a period of time

a period of rain

b. Genoa was a famous city in Italy.

Genoa can be found in: Asia

North America

Europe

c. King Ferdinand of Spain was powerful in the 15th Century.

King Ferdinand lived in the:

1200's

1400's

1600's

d. The Portuguese had many boats and sailors in their land.

The Portuguese were: puppets

a people

Italians

e. Columbus discovered a new world.

Columbus was:
- a column
- a soldier
- an explorer

DISCOVERY AND EXPLORATION

MEN SEEK A NEW ROUTE TO THE EAST

A Period of Great Changes. As you have read, important changes were taking place in Europe during the 1300's, 1400's and 1500's. These centuries were the period of the Renaissance, when great advances were being made in literature, art, and science. They were also the period of the Reformation, when important changes were taking place in religion. They were the centuries that saw feudalism die and strong national states arise.

The 1300's and 1400's were also marked by a great increase in trade with the lands of the East. You have already learned why this increase in trade occurred. Men such as Marco Polo had traveled in China and brought back to Europe tales of great wealth in those lands. Crusaders came back to Europe with rugs, jewels, spices, and other wonderful things from the Holy Land. Hearing the tales of these travelers, and seeing the goods brought home by Crusaders, Europeans could not be content until they had some of the marvelous Eastern goods for themselves.

Italian Cities Prosper. A number of European cities around the Mediterranean became wealthy because of the increased trade with the East. This was especially true of a few Italian cities. Important trade routes from the East met trade routes from Europe at such cities as Milan, Genoa and Venice.

European nations looked on jealously as Italian cities became rich. They, too, wanted some of the wealth that could be made by trading with the East. However, the Italian cities, because of their location, controlled all the important trade routes to the East.

1. Why did men seek a new route to the east?

2. Why did Italian cities become rich?

Context Clues

1. What does the underlined word mean in these sentences?

   a. These centuries were the period of the Renaissance, when great advances were being made in literatue, art and science.

Renaissance means:

_____

_____

_____

   b. Europeans could not be content until they had some of the marvelous Eastern goods for themselves.

content means:

_____

_____

_____

2. Fill in a word for the underlined word.

   a. This was especially true for a few Italian cities.

_____

The Desire for New Trade Routes. The only hope of these European nations was to find new trade routes to the East. One of the first Portuguese to become interested in finding a new route to the East was Prince Henry, the son of the king of Portugal. Prince Henry thought that an all-water route around Africa to the East was possible. Prince Henry died before his dream of an all-water route to the East became a reality.

A New Trade Route. About six years before Columbus reached America, a Portuguese seaman, Bartholomew Diaz (bar too loo ma oo de ash), reached the southern tip of Africa. Before he turned back, he sailed far enough around the tip to prove that Prince Henry had been right. It was possible to sail around the continent of Africa to the East.

In 1498 another Portuguese mariner, Vasco da Gama (vash koo d ga ma), reached India by sailing around Africa. The map of explorers shows the route he took. When he returned to Portugal the next year, he brought with him a cargo that was worth sixty times the cost of the expedition.

Other Portuguese seamen followed da Gama's route around Africa. They established important trading posts in India and on nearby islands. Soon Portugal had a monopoly over trade in the Indian Ocean. Portuguese ships also reached China and India. As a result of the trade with the East, Portugal became a wealthy nation.

A New Plan for Reaching the East. One seaman who sailed for Portugal had other ideas about how to reach India by water. This man was Christopher Columbus.

Columbus was born in Genoa shortly before the Turks captured Constantinople. As a boy, he liked to visit the harbor and listen to the stories of the seamen. Naturally, he heard a great deal of talk about finding a new route to India, for Genoese mariners were no longer able to use the old water routes. Columbus became convinced that the shortest route to the Indies lay westward across the Atlantic.

Columbus tried to persuade the king of Portugal to supply him with ships, money, and men to search for such a route. However, the king would not listen. Next, Columbus went to King Ferdinand and Queen Isabella of Spain. They, too, refushed to help him. Then he asked the king of France for help. Again his request was turned down.

Preparing for the Voyage. In 1492, Queen Isabella changed her mind and decided to help Columbus. She provided him with three ships, the Nina (ne nya), the Pinta (pen ta), and the Santa Maria (san ta ma re a). But Columbus had a hard time collecting crews for the three ships.

1. What was Prince Henry's dream?
2. Who was Vasco da Gama and what did he do?
3. Of what was Columbus convinced?

Context Clues

1. What does the underlined word mean in these sentences?

   a. It was possible to sail around the continent of Africa.

   continent means: _____

   _____

   _____

   b. Columbus became convinced that the shortest route to the Indies lay westward across the Atlantic.

   route means: _____

   _____

   _____

2. Fill in a word for the underlined word.

   a. When he returned to Portugal the next year, he brought with him a cargo that was sixty times the cost of the expedition. _____

Many sailors believed that the earth was flat, and that great monsters lived in the seas. They were afraid that the ships would drop off the edge of the world or be swallowed by monsters. Others sailors were simply afraid to go on such a long voyage over uncharted waters. They feared the ships would get lost at sea and wander about until the men starved or until the ships were destroyed in a storm.

Off for the East. Columbus was finally able to assemble crews for his ships. On August 3, 1492, he set sail from Palos (pa los), Spain. But from the beginning, the voyage had its problems. The Pinta broke its steering gear and had to be repaired at the Canary Islands. Some days the wind died and the ships just drifted. Sometimes the ships ran into terrific storms that tossed them about wildly.

The sailors behaved badly because of their fear. When they refused to go farther, Columbus promised he would turn back if he did not reach Asia in a few days. Finally, at two o'clock in the morning of October 12, 1492, the lookout on the Pinta sighted what appeared to be cliffs and a dark line of land. Immediately excitement spread throughout the ship.

As soon as daylight came, Columbus and his men landed. Their discovery was one of the Bahama Islands off the coast of what is today the state of Florida. Columbus, after offering prayers of thanksgiving named the island San Salvador (san sal va dor). Because he thought he had reached an island off the coast of India, he called the native peoples Indians.

Failure or Accomplishment? Columbus returned to Spain with the news that he had discovered a new route to India by sailing due west. All Spain went wild. The king and queen received Columbus at court and hailed him as the world's greatest seaman. They gave him ships for another trip.

In all Columbus made four trips to the land he had discovered. But he found none of the splendid cities of the East. He found no spices or jewels and but little gold. The people lost interest in him. He died in 1506, broken in spirit.

You already know what Columbus did not know, that he had come upon two new continents lying between Europe and the East. You also know that Columbus was not the first seaman from Europe to see the Americas. The bold Vikings under Leif Ericson had visited the shores of North America some 500 years before. But it was the trips made by Columbus that led other men to visit the New World.

1. What did many sailors believe?

2. What did Columbus discover? What did he call the native people?

3. Why did Columbus die broken in spirit?

4. What do you know that Columbus did not know?

Context Clues

1. What does the underlined word mean in these sentences?

a. Columbus was finally able to assemble crews for his ships.

assemble means: _____

_____

_____

b. But he found none of the splendid cities of the East.

splendid means: _____

_____

_____

2. Fill in a word for the underlined word:

a. Other sailors were simply afraid to go on such a long voyage over uncharted waters.

_____ _____

EXPLORERS FROM SPAIN

The First Colonies. Columbus set up Spain's first colony in the Americas on the island of Hispaniola (his pan yo la). After the colony was moved to a better location, it became the first permanent settlement in the New World.

An Important Discovery. Always ahead of colonists went the explorers. As they explored, they watched for a new water route to the East. Among the explorers was a young nobleman named Vasco de Balboa (bal bo a). While Balboa was in charge of a Spanish colony in what is now Panama, an Indian told him of an ocean west of the mountains. The Indian said there was also much gold to be found in Peru (pe roo), whose shores touched that ocean.

In 1513 Balboa started out with a large party of colonists and and Indians. He saw the ocean from a mountain top and four days later stood on its shores. Balboa called it the South Sea. He claimed for Spain the ocean and all the lands bordering it. Balboa's discovery proved that America was a new land and not a part of Asia.

First Trip Around the World. Most Spanish explorers were after gold, but some came to the New World for the sole purpose of finding a waterway through America to the Pacific. One such explorer was Ferdinand Magellan (ma jel an).

Hoping to find a new water route to the East, Magellan set sail from Spain in 1519 with a fleet of five ships. As he sailed down the east coast of South America, he entered every river mouth, looking for a waterway through the continent. One ship was lost in a storm. Another one's captain and crew turned back home.

The remaining ships sailed into a long waterway at the southern end of South America. The water was salty. Could this be a waterway through the Americas? Finally, the ships sailed out upon a broad ocean, which Magellan called the "Peaceful Sea" or Pacific. Hoping to reach some spice islands, he pushed on across the unknown sea. Food gone and men dying of hunger, Magellan came at last to a group of islands. The natives were not friendly. On he pushed to the Philippines (fil i penz). Here food was obtained but Magellan was killed.

His men burned one boat and escaped to some spice islands. There they gave up a leaking ship and loaded the remaining ship with spices. Down around Africa and home to Spain went the Victoria. "Believe it or not," the captain said, "we have sailed around the world."

1. What colony became the first permanent settlement in the New World?

2. Who was Vasco de Balboa and what did he do?

3. Who was Ferdinand Magellan, and what happened to him?

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Context Clues

1. What does the underlined word mean in these sentences?

   a. After the colony was moved to a better location, it became the first permanent settlement in the new world.

      colony is a: _____

      _____

      _____

   b. Balboa's discovery proved that America was a new land and not a part of Asia.

      discovery is a: _____

      _____

      _____

2. Fill in a word for the underlined word:

   a. In 1513 Balboa started out with a large party of colonists and Indians.

      _____ _____

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